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ABSTRACT

This document contains the working papers, special studies, and data analyses conducted for the Minnesota Advisory Council on Fluctuating Enrollments. The information in this volume formed the basis for the advisory council's recommendations (contained in Volume I) to the Minnesota legislature, state department of education, teachers retirement board, and local school districts. Volume II, which serves as an appendix to Volume I, includes materials and data on the effects of fluctuating enrollment on educational staff, revenue and educational finance, student transportation, and school buildings. One section contains information on interdistrict policy and cooperation. Statistical data and tables are included. (DS)

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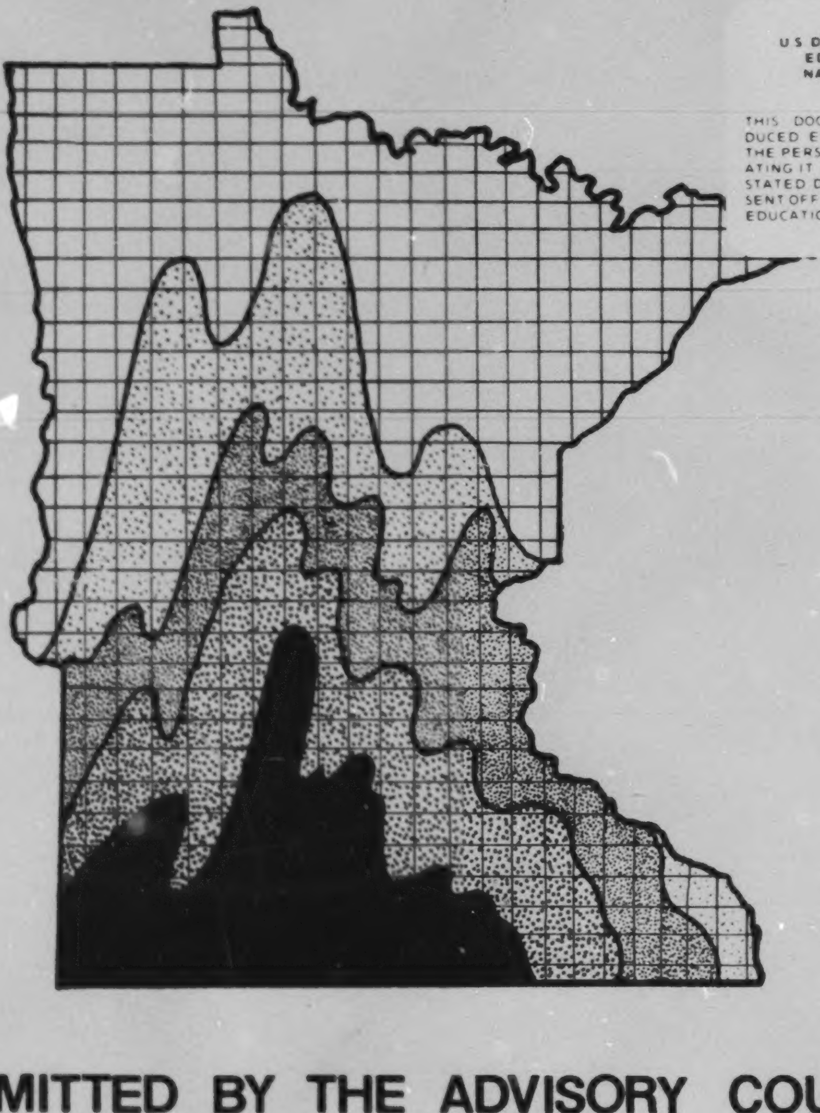
A FINAL REPORT TO THE MINNESOTA STATE LEGISLATURE:

# THE IMPACT OF FLUCTUATING SCHOOL ENROLLMENTS ON MINNESOTA'S EDUCATIONAL SYSTEM



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EA 008 996

SUBMITTED BY THE ADVISORY COUNCIL ON FLUCTUATING SCHOOL ENROLLMENTS
JANUARY, 1977 VOLUME II

# A FINAL REPORT:

# THE IMPACT OF
# FLUCTUATING SCHOOL ENROLLMENTS
# ON MINNESOTA'S EDUCATIONAL SYSTEM

## VOLUME II

A REPORT TO THE MINNESOTA STATE LEGISLATURE

Submitted by the
Advisory Council on
Fluctuating School Enrollments

January, 1977

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## CONTENTS

PREFACE. . . . . . . . . . . . . . . . . . . . . . . . . . 1

A. GENERAL BACKGROUND . . . . . . . . . . . . . . . . . . . 3

1. Legislation Creating an Advisory Council on Fluctuating School Enrollments . . . . . . . . . . 5

2. A Statement of Educational Assumptions For the Advisory Council on Fluctuating School Enrollments . . . . . . . . . . . . . . . . 9

3. Summary of the Council's Activities. . . . . . . . 11

4. Minnesota Statewide Enrollment Projections. . . . . . . . . . . . . . . . . . . . . 41

5. Projected Kindergarten, Elementary and Secondary Age Population By County, 1970-2000. . . . . . . . . . . . . . . . . 53

6. An Overview of Minnesota's Elementary and Secondary Educational System . . . . . . . . . 67

7. Effects of Fluctuating Enrollments . . . . . . . . 73

8. Descriptive Information about Minnesota School Districts and Fluctuating School Enrollments. . . . . . . . . . . . . . . . . . . . 89

9. A Comparative Analysis of Twelve Selected School Districts in the State of Minnesota . . . . . . . . . . . . . . . . . 103

10. The Educational Process, Student Achievement and Class Size . . . . . . . . . . . . . 167

11. The Relationship Between the Cost and Quality of Education . . . . . . . . . . . . . 179

12. School District Size . . . . . . . . . . . . . . . . 197

13. Responses to the Council's Preliminary Report on the Impact of Fluctuating School Enrollments . . . . . . . . . . . . . . . . . 221

B. PERSONNEL, CLASS SIZE AND FLUCTUATING SCHOOL ENROLLMENTS . . . . . . . . . . . . . . . . . . . . 229

1. Teacher Mobility Factors: Minnesota, 1976. . . . . . . . . . . . . . . . . . . . 231

2. Teacher Contracts and Unrequested Leave: The Law and Its Implementation During a Period of Declining Enrollments and Consolidation. . . . . . . . . . . . . . . . . . 259

3. 1974-1975 Class Size Data By Level of Instruction in the State, Region and School District. . . . . . . . . . . . . . . . . 317

4. 1974-1975 Total Full-Time Equivalency (FTE) Professional Staff Per 1000 Students By The State, Regions and School Districts . . . . . . . . . . . . . . . . . . 381

5. Distribution of Total Full-Time Equivalency (FTE) Professional Staff by Age, Experience and Training Levels in the State, the Regions and the School Districts sorted by Enrollment Trend and School District Size . . . 395

C. REVENUE AND FLUCTUATING SCHOOL ENROLLMENTS . . . . . . 473

1. Assessed Valuation and Levy Limitation Study . . . . . . . . . . . . . . . . . . 475

2. Declining Enrollment Foundation Aid: 1971-72 and 1974-75, And Growth Foundation Aid: 1975-76 Study. . . . . . . . . . . . . . . . . . . . . . 479

3. Annual Status Report of Enrollments and Current Disbursements. . . . . . . . . . . . . . . . 489

D. COOPERATION. . . . . . . . . . . . . . . . . . . . . . 493

1. Incentives For Interdistrict Cooperation. . . . . . . . . . . . . . . . . . . . . 495

2. Interdistrict Cooperation Study. . . . . . . . . . 507

3. Cooperative Purchasing and The Sharing of Facilities by Minnesota Public School Districts Study. . . . . . . . . . . 513

4. Recommendations by the Advisory Council of Fluctuating School Enrollments Concerning Intermediate Educational Units. . . . . . . . . . . . . . . . . . 519

E. TRANSPORTATION FUNDING. . . . . . . . . . . . . . . . . . 533

1. Transportation Funding Study. . . . . . . . . . . . 535

F. SCHOOL BUILDINGS. . . . . . . . . . . . . . . . . . . . . 555

1. Facilities (Construction and/or Renovation) Study . . . . . . . . . . . . . . . . . . . 557

2. Modular/Relocatable Educational Units Study . . . . . . . . . . . . . . . . . . . . . 563

3. Certificate of Need Study . . . . . . . . . . . . 567

## PREFACE

The Advisory Council on Fluctuating School Enrollments was created by the 1974 Minnesota Legislature to "examine, by whatever it deems appropriate, the impact of fluctuating school enrollments and their consequential effects on the quality and cost of education" (*see* Section A-1.: Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3 (b)).

This document, Volume II of *A Final Report to the Minnesota State Legislature: The Impact of Fluctuating School Enrollments on Minnesota's Educational System*, contains the working papers, special studies and data analyses done by and for the Advisory Council in its examination of the impact of fluctuating school enrollments. The information presented in this volume was used in the formulation of the Council's final recommendations to the Minnesota Legislature, the State Board of Education, the local school districts and the State Teachers Retirement Board. These recommendations can be found in Section II of Volume I.

Section A of Volume II contains general background information about the impact of fluctuating school enrollments. Section B includes that information specifically related to personnel, class size and fluctuating school enrollments. Section C covers the concerns of revenue and fluctuating school enrollments. Section D includes papers and studies on cooperative activities and fluctuating school enrollments. Section E is on transportation funding. The last section, Section F, includes papers and studies on school buildings and fluctuating school enrollments.

The Advisory Council on Fluctuating School Enrollments wishes to express its appreciation to the Minnesota Legislature for its support of the Council's activities; to the Minnesota State Department of Education for its assistance and support; to the office of the State Demographer for providing the analyses of enrollment trends in Minnesota from 1970-2000; to those persons in other governmental agencies who provided support and information; to those persons who developed the working papers; and, to those persons and agencies who provided special technical, clerical and analytical assistance to the Council. The Council also wishes to thank those school superintendents, school board members, principals, teachers, professional organizations and citizens who presented testimony at the public hearings or wrote to the Council regarding their concerns and interests in fluctuating school enrollments.

# GENERAL BACKGROUND

## Section A.

1.

# LEGISLATION CREATING AN ADVISORY COMMISSION ON FLUCTUATING SCHOOL ENROLLMENTS

Laws of Minnesota, 1974 Chapter 355, Sec. 68. (ADVISORY COMMISSION ON FLUCTUATING SCHOOL ENROLLMENTS: CREATION).

Subd. 1. There is hereby created an advisory commission to the Legislature and the state board of education which shall be known as the advisory commission on fluctuating school enrollments, hereinafter referred to as the commission.

Subd. 2(a) (MEMBERSHIP.) The commission shall be composed of 11 members to be appointed by the governor with the advice and consent of the senate, and shall consist of:

(1) One certified elementary or secondary education school teacher;
(2) One certified special education school teacher;
(3) One elementary or secondary school administrator;
(4) One superintendent of schools;
(5) One representative of the Minnesota state high school league;
(6) One current member of a school board; and
(7) Five public members, two of whom shall have demonstrated expertise in the field of school finance.

No two commission members shall reside in the same school district.

(b) (EX OFFICIO MEMBERS.) One designee of the chairman of the senate committee on education, one designee of the chairman of the house of representatives committee on education and one designee of the state board shall serve as nonvoting members of the commission.

(c) (TERMS.) All members shall serve a time of three years; however, every member shall continue in office until his successor has been duly named and qualified. When a vacancy occurs, it shall be filled within 30 days in the manner of the original appointment and all subsequent appointees must be qualified in the manner of the members they succeed.

(d) (COMPENSATION; EXPENSES.) Commission numbers shall be paid compensation of $35 per day for each day spent in performance of their duties, plus ordinary and necessary expenses in the same amount and manner as state employees.

(e) (EXPIRATION.) Unless specifically renewed by the Legislature, the authorization for this commission shall expire on June 30, 1977.

Subd. 3. (POWERS AND DUTIES OF THE COMMISSION.)

(a) The commission shall meet and organize within 30 days of its appointment. It shall elect from its membership a chairman and such other officers as it deems necessary.

(b) The commission shall examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education.

(c) The commission shall make any investigations and conduct any hearings necessary to accomplish its purposes.

(d) The commission may employ such professional, clerical and technical assistants as it deems necessary in order to accomplish its purposes.

(e) In carrying out its objectives, the commission shall have the right to confer with state officials and other governmental units, and to have access to such records as are necessary to obtain needed information. The commission shall also have the right to call upon and receive from various state departments, agencies and institutions such technical advice and service as are reasonably needed to fulfill the purposes of the commission.

(f) Before January 15, 1976, the commission shall present to the Legislature and the state board its preliminary findings and recommendations regarding incentives for additional cooperation among school districts. The optimal size of regional units of cooperation and appropriate teacher-pupil ratios. The commission shall present its final report to the Legislature and the state board before January 15, 1977.

(g) Recommendations of the commission shall be given to all school boards and school districts at the time they are presented to the Legislature and the state board.

Subd. 4. The provisions of Minnesota Statutes, Section 363.01. Subdivision 10, shall not apply to separation based on sex, of athletic programs of educational institutions. This section shall expire July 1, 1975.

Subd. 5. There is hereby appropriated from the general fund the sum of $30,000 for use by the commission to carry out the purposes of this section. This appropriation shall be available until expended or until the purposes of this section are completed.

Subd. 6. Subdivisions 1 to 5 shall be effective on June 1, 1974.

# A STATEMENT OF EDUCATIONAL ASSUMPTIONS FOR THE ADVISORY COUNCIL ON FLUCTUATING SCHOOL ENROLLMENTS

The Advisory Council on Fluctuating School Enrollments was organized in 1974 to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" [*see* Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3(b)].

This very brief paper outlines the assumptions about education which underlie the Council's deliberations. In general the Council believes that while the shape of the Educational System will look very much the way it is today, both the scope and the content of education in Minnesota will change considerably between now and the end of the century.

One may argue that these assumptions are too conservative or too "safe." The Council believes that the overall structure and purpose of education will not be substantially altered for some years, certainly not within the time frame which the Council was directed to address. Evolution, not revolution will mark the coming years for the Educational System in the state.

There is still a possibility, although the Council believes it to be remote, that startling changes might occur in American society or in technological applications to learning which would have such a great impact that massive restructuring of the Educational System would be required. There is, of course, no way of predicting such changes; broadly defined policy cannot accommodate total reversals of form.

Overall, the intent of the Council is to attempt to develop a clearly articulated set of policy recommendations based on stated assumptions and the best available pertinent information.

## Educational Assumptions*

### *Content of Schooling*

1. Education will occur throughout one's life in many different settings, but, in general, children between ages of 5 and 17 will continue to learn in one predominant setting.
2. Learning will become more closely related to its applications, and the school will become one of a group of alternative settings. Also, the entrance and exit points to educational services will become less rigid.
3. The public will continue to support the belief in the importance of education to the society in general and to the individual in particular. This belief will be characterized by continuing emphasis on high program quality, accountability, and equal educational opportunity.
4. The goals of education will continue to be:
    a. intellectual discipline and knowledge acquisition
    b. citizenship and civic responsibility
    c. social development and human relationships
    d. moral and ethical character
    e. self-realization
    f. economic independence and vocational opportunity
5. Alternative educational programs will become widely accepted.

### *Planning*

1. The role of planning will increase markedly in importance in all human services, but especially in education.
2. The citizen (consumer) role in educational planning and decision making will expand.

### *Structural*

1. Local school district structures will be revised in various ways according to altered geographical, fiscal, and programmatic needs.
2. State tax and finance structures will continue to be revised in light of changing interpretations of equal educational opportunity.
3. The state through statutes and regulations control will have increased impact on educational decisions.
4. The Educational System will rely more and more on contracted services for research, development, implementation, and evaluation of curriculum, organization, and training.
5. Educational costs will continue to increase, and there will be resistance to supporting a higher rate of expenditure.
6. Teacher organizations and other school employee groups will continue to influence educational policy decisions.

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* Assumptions adapted from statements by Stephens, Marien, Husen, Minnesota State Planning Agency, Haskew, and others.

3.

## SUMMARY OF THE COUNCIL'S ACTIVITIES

The Advisory Council held its first meeting on September 6, 1974. Since this meeting, the Council moved through six phases.

The first phase involved the internal organization of the Council and the outline of a preliminary approach to the legislative charge. Resource persons from state government and other agencies made numerous presentations before the Council in the areas of school finance, district organization, enrollment projections, and school facilities, among others (*see* page 13 for a complete listing).

The second phase of the Council's activity involved addressing the question of regional educational service areas. The Council devoted several meetings to collecting information and developing recommendations. Following approval of draft recommendations, the Council's chairperson testified before the Senate Subcommittee concerning Senate File 22. The Council's final recommendations were distributed statewide, March, 1975. These recommendations can be found in Section D of this document.

The third phase of the Council's activities entailed a careful perusal of those factors which appear to impact on the cost and quality of education in Minnesota. Several papers were developed by staff and others to clarify problems and help delineate a model for thinking about the multitude of factors involved. These papers were directed towards such topics as: incentives for interdistrict cooperation; school district size; class size; cost and quality of education; and, teachers' contracts and teacher unionization in Minnesota as each is affected by reduction of staff or school district consolidation.

These papers and the discussions therein facilitated the Council's preparation for the fourth phase. Eight public hearings were held in 1975 throughout the state during the month of October (*see* page 14), The purpose of the hearings were to acquire a better understanding of how fluctuating enrollments are affecting the local school districts and to solicit alternatives from those most directly concerned with and affected by fluctuating enrollments. The Notice of Meeting sent out to all school board chairpersons, school superintendents, legislators, statewide organizations, and other interested persons, delineates the areas in which the Council specifically wanted testimony (see page 15). A summary of the testimony heard can be found on page .

The fifth phase of the Council's activities involved the development of the preliminary report. Given the complex impact of fluctuating enrollments upon the quality and cost of education, the Council's primary intent in this report was to define the problems(s) and to suggest alternative solutions.

The Council's activities for the year 1976 included further study into the impact of fluctuating enrollments as stated in the specific problem statements found in the preliminary report. The examination of the impact of fluctuating school enrollments encompassed the development and completion of special studies in the areas of revenue, school facilities, transportation funding, interdistrict cooperation, teacher mobility, implementation of local district staff reduction plans, a twelve district study, an analysis of the 1974-75 full time equivalency (FTE) professional staff per pupil ratios (i.e., class size and numerical staffing adequacy) and an analysis of the 1974-75 full time equivalency (FTE) professional staff by age,experience and training levels.

In October, 1976, the Council held eight public hearings throughout the state of Minnesota to solicit responses to tentative recommendations from persons interested and concerned with the impact of fluctuating school enrollments. A copy of the hearing schedule, the Notice of Hearing, the tentative recommendations, and a summary of the hearing testimony can be found on pages 24-40.

The final phase of the Council's activities included the development and publication of this final report in two volumes. This document will be presented to the 1977 Minnesota Legislature in January of that year.

## RESOURCE PERSONS WHO HAVE APPEARED BEFORE THE COUNCIL

Commissioner Howard Casmey, State Department of Education

Senator Nicholas Coleman, Minnesota Senate

Paul Gilje, Citizens League

Van Mueller, School Finance Task Force

Gayle Anderson, State Department of Education

Fred Christiansen, State Department of Education

Eugene Eininger, State Department of Education

Marvin Gieness, Citizens League

Farley Bright, State Department of Education

Richard Wollin, Southwest and West Central Education Service Area

Gerald Mansergh, Educational Research and Development Council--Twin Cities

Randy Johnson, School Board Member, associated with Educational Research and Development Council--Twin Cities

Hazel Reinhardt, State Demographer

Dean Honetschlager, State Planning Agency

Ellis Onstead, State Planning Agency

Gordan Krantz, University of Minnesota

Yardena Harpaz, University of Minnesota

Ellen Fitzgerald, University of Minnesota

Lynne Anderson, University of Minnesota

John Adams, Minnesota Educational Assessment Program

George Schmidt, State Teachers Retirement Board

Hearing Schedule - October, 1975

| Date | Time | City | Location |
|---|---|---|---|
| October 8, 1975 | 7:30 p.m. | Redwood Falls, MN | Little Theatre<br>Redwood Falls High School<br>5th and Lincoln St.<br>Redwood Falls, MN |
| October 13, 1975 | 7:30 p.m. | Rochester, MN | Student Center<br>John Marshall High School<br>1510 14th St. NW<br>Rochester, MN |
| October 14, 1975 | 4:00 p.m. | St. Paul, MN | Room 15<br>State Capitol |
|  | 7:30 p.m. | St. Paul, MN | Room 15<br>State Capitol |
| October 21, 1975 | 7:30 p.m. | Duluth, MN | Library<br>New Central High School<br>800 E. Central Entrance<br>Duluth, MN |
| October 22, 1975 | 7:30 p.m. | Bemidji, MN | Auditorium<br>J. W. Smith Grade School<br>15th St.<br>Bemidji, MN |
| October 28, 1975 | 7:30 p.m. | St. Cloud, MN | Little Theatre<br>South Junior High<br>1120 S. 15th Avenue<br>St. Cloud, MN |
| October 29, 1975 | 7:30 p.m. | Fergus Falls, MN | Auditorium<br>Junior High School<br>600 Friberg<br>Fergus Falls, MN |

Notice of Meeting - October, 1975

The Advisory Council on Fluctuating School Enrollments will hold
a hearing at __________(Place)__________
MN, on ___(Date)_______1975, at _(Time)_.

The Advisory Council on Fluctuating School Enrollments was created by the 1974 Legislature to study "the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education." The Council shall report its preliminary findings and recommendations to the Legislature January, 1976. The Council is required specifically to report on "incentives for additional cooperation among school districts, the optimal size of regional units of cooperation, and appropriate teacher-pupil ratios."

The purpose of this hearing will be to acquire a better understanding of how fluctuating enrollments are affecting the local school districts, and to solicit alternatives from those concerned with and affected by fluctuating enrollments.

The Council wishes to take testimony on the following:

1. Have fluctuating school enrollments affected the cost and quality of your educational program? Will they? If so, how?
2. What, if any, changes should be made in the educational system (i.e., school organization, facilities, staffing, financing, etc.) to meet the problems associated with fluctuating school enrollments?
3. What implications would the following have on your school district?
    a. Regional or intermediate educational service units?
    b. School district consolidation?
    c. Encouraging the leasing of surplus school facilities by those districts needing some?
    d. The requirement of a certificate of need from the state before any new school building construction is allowed?
    e. Eliminating barriers to teacher mobility?
    f. Increasing or eliminating levy limitations?
4. How effective has the school aid formula been in providing for fluctuating enrollments or to recognize certain costs associated therewith?

Enclosed are some additional questions that might be considered for the hearing.

We invite you and/or members of your board, community educational advisory board, staff, parents, or students to testify. A prepared statement will be appreciated. However, we also encourage informal testimony.

If your organization would like to present testimony at this meeting, please contact Kay E. Jacobs, Room 724, Division of Planning and Development, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101, Telephone: (612) 296-7429.

If you wish to suggest others in your area who might testify, please let us know.

We look forward to meeting you at the hearing.

Kay E. Jacobs, Staff
Advisory Council on Fluctuating School Enrollments

KEJ:ltd

Enc.

The following questions might be considered in preparing for the hearing:

1. What is your school district doing to maintain quality education in light of declining enrollment, increasing costs, etc.?
2. What is the impact on personnel realized by the host districts in cooperative units as a result of declining enrollments (i.e., tenure, seniority, staff reductions, etc.)?
3. To what degree would increasing school district size by consolidation affect transportation costs?
4. What should be the maximum length of time per day on a school bus for elementary students and secondary students in your district?
5. How would your district be affected if school district boundaries are maintained with administrative units among districts consolidated?
6. Would interdistrict cooperation increase curriculum breadth in your district? Would there be an increased cost factor?
7. Should the vocational center concept be expanded to include other subjects?
8. How have fluctuating enrollments affected the longevity and educational level of your teachers as per salary costs?
9. What effect has fluctuating enrollments had on curriculum, elementary and secondary?
10. What types of conditions would inhibit or enhance cooperation among districts in your area?
11. What do you consider to be the pros and cons of interdistrict cooperation?
12. What alternatives might be considered to facilitate teacher mobility or portability (regional mobility or statewide mobility)?
13. What alternatives could be considered to facilitate interdistrict use of facilities?
14. What effect have fluctuating enrollments had on your classroom teacher-pupil ratio?
15. What alternatives might be considered in staff compensation (i.e., consolidation of bargaining units to ease the impact of fluctuating enrollments on cost)?

9/8/75
KEJ/ltd

## Testimony From Hearings - October, 1975

**The following summary of testimony given at the hearings has been categorized under the four questions asked in the Notice of Hearing. These statements are not in any particular ranking of priority or importance.**

**1. HAVE FLUCTUATING SCHOOL ENROLLMENTS AFFECTED THE COST AND QUALITY OF YOUR EDUCATIONAL PROGRAM? WILL THEY? IF SO, HOW?**

**a. General consensus--definitely**

*Effects on Quality*

**a. Staff reduction**
  **(1) Increased pupil/staff ratio**
  **(2) Increase in class size**
  **(3) Need for alternative staffing patterns**
  **(4) Reduction of elementary consultants**
  **(5) Fewer new teachers--increase in age and experience of teachers**
**b. Comprehensive programs**
  **(1) Reduction and elimination of programs (currently in cocurricular and higher level curricular courses)**
**c. Closing schools**

*Effects on Cost*

**a. Increasing percent of teachers at top of salary schedule**
**b. Increasing teachers' salaries**
**c. Reduction in aids; 50 percent loss in agricultural differential**
**d. Economies of education cannot be made proportional to declining enrollments**
  (1) Example: Elementary can drop from 400 to 350. District still needs educational leadership, thus increased administration/pupil cost. Same can be found in special services area--special staff has remained stable.
  (2) Reducing instructional supplies results in fewer supplies at higher cost. (Some indicated cooperative purchasing more expensive.)
  (3) Inflation affects fixed charges like insurance, fuel, utilities, and supplies.
  (4) Increase in traveling of education specialists between buildings to maintain like pupil ratios--a cost overburden results from reduced loads or extra pay.

2. WHAT, IF ANY, CHANGES SHOULD BE MADE IN THE EDUCATIONAL SYSTEM (i.e., SCHOOL ORGANIZATION, FACILITIES, STAFFING, FINANCING, ETC.) TO MEET THE PROBLEMS ASSOCIATED WITH FLUCTUATING SCHOOL ENROLLMENTS?

*School Organization*

a. Incorporate primary-intermediate concept

b. Cooperation with other community agencies such as colleges, vocational-technical schools, etc.
    (1) Educational centers
    (2) Consolidation
    (3) Interdistrict cooperation
    (4) Regional educational service units

### *Facilities*

a. Sharing facilities, renting neighboring school facilities. (Some expressed geographic limitations.)
b. Obsolete facilities should be disposed of and excess facilities should be used for program improvement (i.e., early childhood, community services, senior citizens), sold or leased.

### *Staffing*

a. Increase teacher efficiency
b. Reassess certification requirements between the vocational-technical division and general certification needs
c. Staff development for energizing experienced staff
d. Retraining for occupations outside public education
e. Early retirement programs

### *Finance*

a. Formula adjusted to recognize higher staff costs (categorical aid for salary overburden power equalizing concept in financing)
b. Statewide salary schedule with consideration for geographic living cost differences (several mentioned regional bargaining units)
c. Allow districts to increase local levies enough to reduce maintenance deficit and then limit additional expenditures to equal percent of additional receipts
d. Allow all districts to receive equal aid

### *General*

a. Any changes should be carefully thought out through long-range planning
b. Set educational program standards

3. IMPLICATIONS OF REGIONALIZATION, CONSOLIDATION, FACILITIES, CONSTRUCTION, TEACHER MOBILITY, LEVY LIMITATIONS.

### *Regional Intermediate Educational Service Units*

a. Support, but do not use all services
b. Cooperation among districts preserves local school control and identity
c. Need financial incentives for interdistrict cooperation
d. Regional planning must emanate within defined regions; such planning based on mutual needs and cooperation
e. Possibility in sharing administrative costs for some programs with other school districts

f. Increased interdistrict cooperation a must
g. Useful for identifying specific areas for joint action by two or more districts
h. Cooperative purchasing (some say no good)
i. Provide a more efficient and effective basis for working with general government agencies
j. Allow for consolidation of the many jurisdictional bodies functioning at present time
k. Provide stimulus/assistance in regional bargaining, data processing, planning, teacher exchange programs, etc.
l. Allows for increased services, economy of tax expenditures and efficiency

### *School District Consolidation*

a. A values issue, not an educational issue
b. Must consider additional transportation costs
c. May increase traveling on buses in excess of one hour both to and from school
d. Negative aspects:
    (1) Availability of facilities
    (2) Transportation
    (3) Seniority of staff
    (4) Loss of community control and identity
e. Positive aspects:
    (1) Increased curriculum breadth (may also be achieved to a lesser extent with interdistrict cooperation)
    (2) May be feasible to consolidate the administration and staff of adjoining district but maintain legal entity (this can cause other problems in management and only affect minimal savings)
f. Consolidation of two or three small districts only a temporary solution
g. Consolidation by function rather than district consolidation--example: special education, vocational education, and data processing

### *Leasing Surplus School Facilities*

a. Wherever possible, it is an alternative--usually cannot find anyone interested in leasing or circumstances do not allow for it
b. Program improvement must be clearly justified before students are moved greater distances
c. This would be unique to those few neighboring districts where one is growing and one is declining
d. Geographic distances exempt this consideration

### *Certificate of Need*

a. General feeling expressed ranged from definitely opposed to possible if procedures and criteria are established to hasten decisions
b. Might make an advisory function of the regional unit

### *Eliminating Barriers to Teacher Mobility*

a. Desirous but never to the extent that local districts could not employ the staff it desires and deems qualified for a position

b. Constraints on teacher mobility
    (1) Master contracts making it necessary to grant "X" number of years for previous experience
    (2) High cost of experienced teachers
c. Few districts really need or want experienced teachers
d. Provide opportunities for mobility out of the profession (early retirement, severance pay, change retirement specifications from age to years of service)
e. Common personnel policies within regional units
f. Rescind Minnesota Statute 125.12, Subd. 6b (seniority law)
g. Incentives for mobility, monetary or otherwise, would not guarantee that mobility would occur
h. Provide special reimbursement to growing districts to hire veteran teachers
i. Make salaries equitable for transferring teachers
j. Enabling pension plan coordination
k. Voluntary teacher exchange programs
l. Making part-time teaching positions available
m. Make tenure application uniform
n. "Trial" transfers
o. Permit special leaves or financial assistance to teachers who prefer to work elsewhere, outside of education
p. Keep seniority law from interfering with program offerings of school districts
q. Allow senior teachers part-time employment with credit toward retirement figured at a prorated factor of percent of time worked
r. Give credit for military service for retirement purposes to all staff regardless of whether they were employed in a district prior to going into the service.
s. Consider the possibility of establishing a faculty consortium with several states because of transportability of pension. This program could be funded under the Education Commission of the States
t. Statewide salary schedule with geographic considerations

### *Increasing or Eliminating Levy Limitations*

a. Elimination would increase local authority and accountability
b. To increase or eliminate limitations for specific cause or reasons such as fringe benefits for higher wages
c. Increase levy limitation enough to reduce maintenance deficit and then limit them to additional expenditures equal to percent of additional receipts
d. Either action would restore options for program improvement
e. Consider levies for Public Employees Retirement Association (PERA) and social security
f. This would definitely improve the ability of a district to finance its program

4. HOW EFFECTIVE HAS THE SCHOOL AID FORMULA BEEN IN PROVIDING FOR FLUCTUATING ENROLLMENTS OR TO RECOGNIZE CERTAIN COSTS ASSOCIATED THEREWITH?

a. Foundation aids do not increase proportionately with the Equalization Aid Review Committee (EARC) and local assessed valuation; thus decrease in aid
b. Elementary units could be reevaluated and weighted 1.2 units
c. State support for Educational Service Agency (ESA) programs
d. Formula should allow districts to plan for a two- or three-year period for the education of students presently flowing through the school district
e. Everyone should receive equal amounts of foundation aid (low-spending districts should not be penalized)
f. Adjustments in the foundation aid formula were not enough to offset deficit spending caused by a low pupil/certificated staff ratio; comprehensive program offerings and inflationary costs
g. Provide some method for dealing with multiple year remaining costs, such as higher staffing costs (several referred to salary overburden)

## ADDITIONAL RESPONSES

a. Length of time on a bus—no more than one hour each way or no more than 30 minutes each way
b. Interdistrict cooperation may increase curriculum breadth and, depending on the district, increase costs
c. Expanding the vocational center to include other functions could be considered
d. The relationship of the school, the home, and the community today makes it imperative that human factors as well as statistical factors be considered (the values, interests, support and participation of lay citizens may well be the most important ingredient to consider).
e. Develop a resource pool of experts to be used by districts in such matters as developing a good data base and the demographic characteristics of a district, alternative uses of facilities, preparation of community for enrollment problems
f. Utilize army helicopters for transportation in sparsely populated areas

## GENERAL PERCEPTIONS OF TESTIMONY

The term "some" in the following statements indicates that the extent to which the following occurs cannot be stated specifically and should not be used to generalize the condition to all districts. It appears these conditions are influenced by legislation, school district size, budgetary status, management skills in planning, and extent of cooperative efforts (either formal or nonformal).

"Some" districts are experiencing

. Decrease in enrollment, decrease in state aid, increase in the local tax effort, decrease in reserve funds approaching deficit spending, increase in program (especially mandated programs), decrease in classroom teachers at elementary level.

. Decrease in enrollment, decrease in state aid, increase in local tax effort deficit spending, decrease in student activity programs, decrease in classroom teachers (primarily in elementary and secondarily at the junior high level).

. Decrease in enrollment, decrease in state aid, increase in local tax effort deficit spending, decrease in all program levels, decrease in classroom teachers at the elementary and secondary levels, decrease in educational consultants, administration and special assignments.

. Increase in enrollment planning for continued growth minimal consideration of future/potential decline.

The school districts appear to be at different entry levels to the financial and educational impact of fluctuating school enrollment. "Some" school districts feel they are offering the best program they can give their revenue and resources. "Some" districts are explicit about state government intrusion in the educational system. "Some" districts want assistance in planning based on enrollment trends and alternatives to meet their needs.

Hearing Schedule - October, 1976

| Day/Date | Time | City | Location |
|---|---|---|---|
| Wednesday - October 6, 1976<br>DAY/DATE CHANGE *<br>* Thursday, October 7, 1976 | 7:30 p.m. | Redwood Falls | Little Theatre<br>Redwood Falls High School<br>5th and Lincoln Street<br>Redwood Falls, Minnesota |
| Tuesday - October 12, 1976 | 7:30 p.m. | St. Paul | Room 15<br>State Capital<br>St. Paul, Minnesota |
| Wednesday - October 13, 1976 | 7:30 p.m. | Rochester | Student Center<br>John Marshall High School<br>1510 14th Street NW<br>Rochester, Minnesota |
| Thursday - October 14, 1976 | 7:30 p.m. | Minneapolis | Commissioner's Meeting Room<br>Located on A Level (one level below street level)<br>Hennepin County Government Center<br>Minneapolis, Minnesota |
| Wednesday - October 20, 1976 | 7:30 p.m. | Duluth | Central Administration Building<br>Lake Avenue and 2nd Street<br>Board Room, 2nd floor<br>Duluth, Minnesota |
| Tuesday - October 19, 1976 | 7:30 p.m. | Bemidji | J. W. Smith - Auditorium<br>Elementary School<br>Between 15th and 16th Streets<br>Bemidji, Minnesota |
| Tuesday - October 26, 1976 | 7:30 p.m. | St. Cloud | Little Theatre<br>South Junior High School<br>1120 South 15th Avenue<br>St. Cloud, Minnesota |
| Wednesday - October 27, 1976 | 7:30 p.m. | Fergus Falls | Junior High School Auditorium<br>600 Firberg<br>Fergus Falls, Minnesota |

Notice of Meeting - October, 1976

The Advisory Council on Fluctuating School Enrollments will
hold a hearing at (Place)
MN, on (Date) 1976, at (Time).

The Advisory Council on Fluctuating School Enrollments was created by the 1974 Legislature to study "the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education." The Council shall report its findings and recommendations to the Legislature in January, 1977. The Council is required specifically to report on "incentives for additional cooperation among school districts, the optimal size of regional units of cooperation, and appropriate teacher-pupil ratios."

The purpose of this hearing is to acquire an understanding of how the following tentative recommendations may affect the local school districts, and to solicit alternatives from those concerned with and affected by fluctuating school enrollments.

We invite you and/or members of your board, community educational advisory board, staff, parents, or students to testify. A prepared statement will be appreciated. However, we also encourage informal testimony.

If your organization would like to present testimony at this meeting, please contact Kay E. Jacobs, Room 724, Division of Planning and Development, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota, 55109 (Telephone: 612-296-7429).

A copy of the Hearing Schedule has been enclosed should you not be able to attend the hearing in your area but wish to attend another meeting in the state.

If you wish to suggest others in your area who might testify, please let us know.

We look forward to meeting you at the hearing.

Van D. Mueller, Chairperson
Advisory Council on
Fluctuating School Enrollments

VDM:amz

Enclosure

## RECOMMENDATIONS

The Council wishes to take testimony on the following recommendations:

A. *Staffing Flexibility*

1. The Legislature should encourage the State Department of Education or the Educational Cooperative Service Units to serve as a clearinghouse for teacher-exchange programs and for information concerning school district cooperative staffing arrangements especially in such specialized areas as foreign language, physics/chemistry, advanced mathematics; noninstructional support services such as counseling, librarians, health personnel and other special services staff; and administrative staff curriculum directors, research and development directors, supervisors, etc.

2. The Legislature should establish a statewide or a series of regional "teacher corps." Members of the corps could remain employees of their home district; thus, retain all seniority, pension, and salary benefits therein. They could, however, serve in another district with the state paying the differential in salary between teacher's salary and the home district's base salary and with the other district paying the latter. The members of the corps could be experienced teachers selected from declining enrollment districts and, if the members of the corps are to be volunteers, a state bonus may be a necessary incentive.

3. The Legislature or State Department of Education should encourage teacher mobility by providing special reimbursement to growing districts which are willing to hire veteran teachers from declining districts by encouraging collective bargaining agreements that do not set ceilings on the amount of longevity credit for service elsewhere, by making uniform probationary periods for teachers new to the district and by mounting a campaign to inform teachers about the existing portability of their pension benefits. The special reimbursement should be equal to the added costs to the hiring district.

4. The Legislature should continue the Eligible Teacher Program (Minnesota Statute 124.611) and expand it to include experienced teachers from declining districts. The reimbursement aid should be increased to 100%.

5. The Legislature should not provide fiscal incentives for the sharing of administrative staff.

6. The Legislature should authorize extended leaves of absence without pay not to exceed two (2) years for teachers with at least seven (7) years experience in a district. Teachers reinstated after the leave of absence would retain seniority and continuing contract rights in the district as though he/she had been teaching during the period of the leave.

B. *Class Size*

The relationship between class size and fluctuating school enrollments and its impact on the cost and quality of education is unclear. Sufficient data is not available to support a recommendation in this area.

C. *Unrequested Leave of Absence*

1. The Legislature should review and clarify Minnesota 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*; Subd. 6b, *Unrequested Leave of Absence*; and 125.17, Subd. 11, *Services Terminated by Discontinued or Lack of Pupils: Preference Given*, as it relates to all certificated positions in the following ways:

   a. Clarify the process of staff reduction for all certificated positions.

   b. Clarify the reduction procedures should consolidation occur to insure continuing contract rights and seniority to all certificated staff.

   c. Define the purposes of this policy:

      . "Teachers" to mean a principal supervisor, classroom teacher, and any other professional employee required to hold a certificate except superintendent and assistant superintendent.

      . "Qualified" to mean a teacher who has a major in the subject matter or field taught, and has successfully had experience in such subject matter within the past five years.

      . "Subject matter or field" should be consistent with State Department of Education requirements for certification.

      . "Seniority" to mean full-time continuing contract teachers and shall exclude probationary teachers, substitutes, part-time teachers, substitutes, part-time teachers, and those teachers who are acting incumbents for teachers on authorized leave of absence.

   d. All school districts (cities of 1st class and independent districts) in Minnesota should be treated equally under the law.

D. *Teacher Exit*

1. The Legislature should provide a plan incorporating state-local funding to support severance pay provisions which encourage early retirement.

2. The Legislature should not lower the age limit for recipients of full retirement benefits as a means of meeting the problems of declining enrollments.

3. The Legislature should provide funds for the retraining of teachers and reemployment assistance both in and out of teaching.

E. *Foundation Aid Formula*

1. The foundation aid formula for declining school districts should be changed to extend the special credit for enrollment change over a three year period. This could be accomplished by counting .6 pupil unit for each unit of decline the first year, .3 pupil unit the second year, and .1 pupil unit the third year.

2. The Legislature should continue without change the fast growth enrollment factor in the foundation aid formula.

3. The Legislature should continue to reexamine on an annual or biennial basis the allocation of state/local support for education using a 70/30 percent state/local ratio as a measure of equity. The Council is particularly concerned that given constant levy mileage limitations the recent inflationary increases in property valuations may lead to excessive real property taxes and hence excessive local effort. This would erode the equity and equalization aspects of the foundation aid formula.

4. The Legislature should provide within the foundation aid formula provisions for the professional training of all certificated staff. This provision should account for the levels of training on an index basis.

6. The Legislature should retain the present pupil unit weighting for kindergarten, elementary, and secondary students.

7. The Legislature should revise the current levy limitation to (1) incorporate a "power-equalized" or equal dollar for equal effort provision for any excess levy; (2) allow local school board discretion on excess levies to a maximum of 5 mills on EARC valuation; and (3) maintain the referendum provision for levies in excess of 5 mills on EARC valuation.

8. The Legislature should provide full state funding for school district fixed costs associated with district contributions to Public Employees Retirement Association (PERA), and Social Security (FICA).

9. The Legislature should provide within the foundation aid formula provisions for adjustments to the pupil unit base to reflect cost differentials attributable to sparsity of pupil populations.

## F. *Transportation Aid Formula*

1. The Legislature should not amend the transportation aid formula to provide for reimbursement levels adjusted for changes in the Wholesale Price Index.

2. The Legislature should amend the transportation aid formula to provide full state funding for the transportation of handicapped students for all expenses above the 128% allowable costs.

3. The Legislature should expand the transportation aid formula to include allowable costs for specified student activity transportation needs (field trips, athletics, music, debate, etc.) and for interdistrict cooperative programs transportation needs.

## G. *Educational Program*

1. The Legislature should support a study on the cost and quality of current educational services in school districts by size of district and expenditure levels. This study should focus, not only on the number and types of educational offerings, but also on the F.T.E. staff capability related to the program.

2. The Legislature should define minimum educational standards or require the State Department of Education to make such a definition. Sufficient funds should then be allocated through foundation aid to allow each school district to meet program standards providing the school district is of sufficient size to justify, economically, offering the program.

## H. *Cooperation*

1. The State Board of Education should seek statutory authority to adopt administrative rules and regulations that would serve as incentives to interdistrict cooperation and provide for orderly development of cooperative interdistrict programs.

2. The Legislature should continue to fund the Educational Cooperative Service Units for a second year at the same level of support granted in year one.

3. The Legislature should amend the ECSU statute to allow for the governance of the ECSU by lay citizens selected on a proportional basis by local school board members, with advice and counsel from a board of administrators.

4. The Legislature should amend the ECSU statute to require all local school districts to participate in planning activities on a regular basis.

## I. *Consolidation*

1. The Legislature should provide fiscal incentives to encourage the consolidation of small districts. This should be more than a planning grant including one or all of the following:

   - A prorated grant based on the size of the new district.
   - A flat grant guaranteeing the new district a given number of dollars for a fixed number of years. The threshold for securing this aid should be an enrollment of at least 850 pupils in the new district.
   - A shared cost formula to finance school facilities construction and/or renovation.

## J. *Management*

1. The Legislature should provide the appropriate funds, on a continuous basis, for the training and retraining of selected management personnel in the utilization of management systems.

2. The Legislature should provide appropriate funds to enable the State Board of Education in cooperation with other state administrative agencies and legislative research units to develop and implement a school district management monitoring system to include the following components: enrollment data, revenue data, resource allocation data, service/program capability data, outcome/productivity data, and elementary and secondary school building data.

3. The Legislature should amend Minnesota Statute 123.741-742 to incorporate into the mandated annual reports to be made available to the public a report on anticipated changes in enrollment and their impact on the cost/quality of educational programs, facilities, and services.

4. The Educational Cooperative Service Units should be required to provide the leadership and training for projecting local school district enrollment trends and provide adequate funding to carry out this mandate.

5. The Legislature should continue to support and encourage the office of the State Demographer in all efforts made to continually study the historical patterns of enrollment changes, the development of assessment devices, and the collection of a more reliable data base for the analysis of enrollment change.

6. The Legislature should not mandate a provision of regional bargaining units in Minnesota Statute *Public Employment Labor Relations Act of 1971*.

## K. *Facilities*

1. Local school districts should promote the concept of cooperative purchasing of goods and services through the Educational Cooperative Service Units or other governmental units.

2. The Legislature should provide fiscal incentives for the leasing or sharing of school facilities and/or buildings between school districts, public or nonpublic. This may be supplementary to the existing additional capital outlay levy found in Minnesota Statute 275.125, Subd. 12, (1975 Supplement).

3. The Legislature should require all school districts to submit school construction proposals for projects in excess of $50,000 to the State Board of Education for review and comment.

4. The State Board of Education should provide a facilities planning manual or ad hoc committees of facilities experts to the local school districts which would provide alternatives for the disposal of obsolete and excess facilities.

5. The Legislature should develop and fund a shared cost formula to finance school facilities construction and/or renovation.

6. The State Department of Education should provide funds, through a shared-cost formula, as incentive for the lease/purchase or renovation of existing modular/relocatables or the construction of new modular units, in districts where there is reason to believe the pupil population is unstable or is projected to decline in future years.

7. The State Department of Education should develop a standard set of specifications for new modular/relocatable units (basic unit) to help insure low local maintenance, and ease of relocation at minimal cost to the state.

8. The State Department of Education and/or the ECSUs should maintain a state file/listing of their specifications and availability and provide funds for the relocation of such units as necessary throughout the state.

Supplementary List of Recommendations - October, 1976

In addition to the recommendations sent with the Notice of Meeting, the Council is also considering the following recommendations:

Educational Mobile Units: The Legislature should provide funds for the purchase and use of educational mobile units in those sparsely populated areas (students travel time exceeds one hour to or from school) in which the quantity and quality of education cannot be maintained or enhanced through inter-district cooperation or consolidation. These mobile units might provide educational services such as driver's education, science laboratories, model offices, et cetera.

Teacher Supply and Demand: The Legislature or the State Board of Education should conduct an annual study on the supply and demand of public education teachers by area of certification and program need. This study should be conducted in cooperation with the higher education institutions in the state of Minnesota. Information gathered from the annual study should be utilized annually to provide appropriate career counseling for undergraduates. This is not intended to encourage controls on individual career choices.

Issuance of Continuing Contracts: The Legislature should amend Minnesota Statute 125.12, Subdivision 3, *Probationary Period*, and Subdivision 4, *Termination of Contract After Probationary Period*, by changing the official date for renewal of teaching contracts from April 1 to May 15. This change in the renewal date would provide flexibility in educational, fiscal, and personnel planning at the local level.

Professional Experience Provision: The Legislature should provide within the foundation aid formula provisions for the professional experience of all certificated staff. This provision may be based on a staff experience index or adjustments to the pupil unit base to reflect the experience levels.

Class Size: The Legislature should not enact legislation which provides special aids to school districts to maintain an specified class size as a means to alleviate the fiscal and educational problems associated with fluctuating school enrollments.

Correction - School Construction Proposals: The Legislature should require all school districts to submit school construction proposals for projects in excess of $250,000 to the State Board of Education for review and comment

Testimony from Hearings - October, 1976

The following summary of testimony given that the October, 1976 hearings has been categorized under six major headings: (1) personnel, (2) educational program, (3) revenue, (4) organization/governance, (5) transportation, (6) school buildings. The statements are not in any order of priority.

## 1. PERSONNEL

Staffing Flexibility/Mobility

a. There should be measures to support staff mobility between school districts experiencing fluctuating school enrollments.
b. Ideally, providing monetary incentives to encourage mobility has merit. However, from a practical standpoint, the incentives would have to be quite substantial since, as so so many studies show, job satisfaction is not related to money alone.
c. I strongly support some action which leads to the reduction of ceilings on longevity transferrable from one district to another for all teachers in all districts not only in growing districts. This would encourage mobility of teachers generally, create greater flexibility in staffing patterns in all districts, and make a contribution to the general improvement of education.
d. While there is undoubtably some merit in making it possible to share teachers and there are many reasons why the welfare of teachers and their security is important, it does not appear prudent for the state to guarantee complete security to any group of people. At any given time there is only so much money in the educational pot and the priority should be on the education of boys and girls, not on employee security.
e. The clearinghouse and teachers corps concepts are attempts to establish a procedure to support a segment of the labor force that is now a victum of normal supply and demand trends and certainly should not and would not be tolerated by others similarily situated.
f. The clearinghouse concept has implications for statewide teacher tenure. It utilizes teachers as "journeymen" and could affect continuity in buildings.
g. In response to the recommendations about a clearinghouse and a teachers corps, I must indicate that we have existing placement agencies and employment offices, we do not need to create another bureaucracy to serve the same purpose.
h. These staffing recommendations are only another step toward reorganization.
i. I do not believe I can agree with the clearinghouse concept. We are, in many cases, too far down the road toward reorganization and regionalization.

*Teacher Exit*

a. Early retirement
   (1) The cost of lowering the age limit for recipients of full retirement benefits is extremely expensive. Perhaps some provisions can be found whereby individuals can retire somewhat earlier with full benefits and with a greater personal contribution to the fund.
   (2) I question adding to local costs on early retirement. I do feel legislative attempts should be made to lower the age limits for recipients of full time retirement benefits providing the involved teachers are willing to assume a larger share of payments into the fund.
   (3) The Legislature should lower the age for retirement benefits if the cost is not prohibitive.
   (4) The Legislature should lower the age limit for recipients of full retirement benefits and make up the amount for which early retirees are penalized. Unless such action is taken, few will retire early.
   (5) If it were possible to increase, for those interested, the percentage of monies going into retirement benefits, I believe lowering the age from 62 to 60 or 55 would encourage greater number of teachers with 30 years of experience, or thereabout, to leave teaching earlier.

b. Severance pay
   (1) State-local funding to support severance pay provisions which encourage early retirement is in effect an early retirement. Can the state of Minnesota afford the cost?
   (2) The severance pay provision might be advantageous under one set of circumstances which can be adapted to individual districts. However, if we are going to pay people to exit, why not design a system which will also provide services commensurate with those dollars expended?
   (3) The two or three experiences we have had with severance pay would imply that state funding for this particular plan is not necessary, since it takes only one year after an experienced staff member who earns $20,000 per year leaves, and is paid severance pay, is replaced by a $10,000 per year teacher to make up the difference in cost.
   (4) We believe that it would be irresponsible to recommend a plan incorporating state/local funding to support severance pay plans to encourage early retirement.
   (5) Unless severance pay was very high it is doubtfull that it will encourage anyone to retire early unless a teacher has some other assured source of income.

c. Unrequested leave of absence
   (1) Why do we need to spend more money to encourage mobility of experienced teachers when all the Legislature has to do is change the current seniority law to make seniority transferrable from district to district. The present law is stagnating and inflexible. It destroys whatever free enterprise exists in the system.
   (2) The Council's recommended changes in the unrequested leave of absence law clarify ambiquities and restructures priorities in favor of those who receive educational services.

(3) The law required school districts to negotiate unrequested leave of absence policies. There should be no interference in that process now. Boards of education and teachers ought to be given credit for the expertise they have in recognizing and working to solve and prevent problems at the local level.

(4) While there is concurrence that the present unrequested leave of absence law should be clarified as to the definition of teacher (i.e., inclusion or exclusion of the superintendent in the definition), some protection should be afforded the superintendent in terms of substantive and procedural due process before his/her contract would be terminated. A minimum contract term should be considered.

(5) It is our opinion that the unrequested leave of absence law should allow the local negotiating units and the school boards as much latitude in negotiations as possible.

d. Extended Leaves of absence

(1) The Legislature should authorize extended leaves of absence. There would be no problem with this if school boards did not have to guarantee the teacher their position and if there were a provision which would prohibit the use of "nuisance" short term leaves for two or three months.

(2) Many districts grant two years leave of absence to teachers for various reasons. There is no need for the Legislature to mandate such leaves. This should remain at the discretion of the local school board.

e. Retraining of staff

(1) Why should the state be responsible for the retraining of a specialized segment of the work force?

(2) Why should the Legislature retrain teachers any more than it should retrain other citizens required to change occupations? Teachers, by virtue of degrees, should be better prepared for a variety of occupations than most of our citizens.

## 2. EDUCATIONAL PROGRAM

### *Class Size*

a. The special need for low staff-student ratios in inner city schools cannot be ignored.

b. The relationship between class size, fluctuating enrollments and its impact on the cost is near to being directly proportional. A decrease in class size increases cost in most instances. The subject of class size and the impact it has on educational cost needs close examination.

c. While every effort must be made to keep class sizes as small as possible, the determination must be made at the local level. It would seem over-regulatory for the state to develop rigid class size ratios.

d. We do believe that lower class sizes produce more opportunity for learning by the individual student and insofar as being fiscally responsible, class sizes should be kept at an acceptable level.

## *Minimum Educational Standards*

a. The definition of minimum standards might lead to required consolidation of smaller schools. Do we really mean it when we say that the "schools belong to the people"?

b. The Legislature is not the proper party to determine minimum educational standards for all the students in the state of Minnesota. If they are to be the responsible party for this definition, then it would appear that local school districts and local control are a thing of the past.

c. Minimum educational standards should be the responsibility of the local school district with broad goal statements which have programmatic implications established by the State Department of Education.

d. If foundation aids are allocated on the basis of meeting educational standards, our school district will rapidly deteriorate.

e. State minimum educational standards would have the effect of reducing our existing state quality educational program to fixed areas without recognizing the variance of needs and aspirations of students, parents and communities.

f. "Minimum educational standards" needs to be defined. Does it mean (a) program of studies, (b) graduation credits, or (c) meeting certain test requirements in certain areas of study? If such standards are established and funds are supplied, does this imply a sharply restricted curriculum based on funds granted to support these standards? Does it leave any local option? Does the standard provide for special services as well as curriculum?

g. We express concern over the Council's apparent desire to set minimum standards. It would appear desireable to explore alternative ways to fund education with the local community determining appropriate programs with less emphasis on the yet undefined term "quality education".

h. If it is accepted that educational opportunities should be equal for all students within our state, then some of the programs in the rural areas should be given additional economic support. A program for a small group of students in rural Minnesota will cost more per pupil than in a large school district. This high cost should not be considered a deterrent these student's rights to the same program received by students in the urban area.

## *Cost and Quality Study*

a. The recommendation regarding the cost and quality study of educational programs should receive the highest priority. This study should also include non-public schools since they also receive revenue from the state and should be under the same scrutiny as the public schools.

b. Any effective study of the cost and quality of educational services must be coupled by the comparable pupil range. The extremely diverse population of the central cities in the seven county area is substantially different than any other district in the state.

c. The recommendations on the educational program seem to support a concept of legislative control rather than local control.
d. The quality of education cannot be measured.

## 3. REVENUE

### *Declining Enrollment Factor*

a. Attention must be given to foundation aids for districts facing declining enrollments.
b. Changing the declining enrollment factor in the foundation aid formula would be helpful on a temporary basis.
c. The three-year proposal for reduction of aids warrants consideration.
d. We endorse the recommended changes in the foundation aid formula to extending the special credit for enrollment change over a three-year period and that all districts should be included in its application.
e. By extending the special credit ofr enrollment change we are just procrastinating and not forcing districts to come to grips with the problem at hand.

### *Fast Growth Factor*

a. The fast growth factor whould be incorporated with capital outlay costs.

### *70/30 State/Local Support*

a. Because of the inflationary increases in assessed valuation the difference between the state and local support levels has become smaller each year. The Legislature should look at a small sample of school districts over the last three or four years. They may be surprised at the effects inflation has had on the "Minnesota Miracle".
b. The Legislature should reexamine the allocation of state/local support levels on an annual basis.
c. The growth in the assessed valuations is the fundamental problem and perhaps further limits on how much it can increase in any one year should be set; particularly, when the rate of increase far exceeds the rate of income.

### *Fixed Costs*

a. There should be state support for school districts fixed costs associated with district contributions to PERA, FICA and municipal retirement programs.
b. The Legislature may consider allowing an excess levy to cover the school districts fixed costs.
c. The state pays the TRA in social security for certificated staff. The same should apply to PERA and social security for non-certificated staff.

### Maturing Staff

a. This might be of some assistance to those districts with a mature staff, but it might also encourage negotiating groups to spend most of their time and emphasis on increasing the index ratios, wherein more money is given for credits earned.

b. High expenditure, declining enrollment districts are often staffed by highly trained and experienced teachers.

c. Special aids in this area should take into account the differences in salary maximums between urban and rural districts.

d. The Legislature should provide additional aid for those districts that have sixty percent or more of their teachers at the top of the salary schedule.

e. High staff costs associated with a high level of professional training place an inordinate burden on a district's ability to finance its educational program.

f. Years of experience are not a controllable factor but the "degree lanes" are established by local school districts. Any index developed, therefore, should give more emphasis to experience and actual degrees than to degree lanes.

### Power Equalizing

a. The Legislature should allow local school board discretion on excess levies to a maximum of five (5) mills on EARC property valuations and maintain the referendum provision for levies in excess of five (5) mills.

b. Power equalization is a good idea from an equality point of view. Discretionary excess levies would solve the problems of unique one year types of expenses incurred when opening new schools, or in the transition period when closing schools.

c. This is an excellent provision provided employee groups do not simply expect this "extra" levy to be used for salary alone. No program should be eliminated if the extra levy if made.

### Sparsity

a. The Legislature should provide special aids in the foundation aid formula to reflect the increased costs due to the sparsity of pupil populations.

### Mandatory Program Costs

a. The Legislature should provide one hundred percent reimbursement to a school district for costs in excess of the average per pupil cost for mandated programs and services.

b. The impact of special education tuition places a school district in serious financial trouble with no other choice than to cut staff or programs in some other areas. We do not receive near the amount of special aids necessary to cover these costs.

c. The Legislature must continue to look at its consistent pattern of requiring service to handicapped pupils without adequate funding sources available for local schools while we advocate the educational needs being met of handicapped pupils. The pressure on the local district dollar to provide these services has been accelerating more rapidly than local districts can handle. Part of the problem is the continual development of new mandated services by the Legislature without adequate funding provided.

## 4. ORGANIZATION/GOVERNANCE

### Consolidation

a. We support the need for state incentives to encourage consolidation of small school districts.
b. Consolidation is one of the avenues to providing effective programs.
c. I think we are hiding our heads in the sand in the state if we do not face up to the inevitable problem of legislative action to facilitate consolidation of small school districts. Equalizing educational opportunity is not possible if we continue to fund small school districts.
c. Fiscal incentives for school district consolidation could be handled through adjustments in the foundation aid formula.
d. It is certainly realistic to suppose that consolidation will be considered by school districts as population declines.
e. School consolidation and the aftermath of school consolidation has probably been the biggest thorn in the side to school district operation.
f. While consolidation appears inevitable, there should be no consolidation where the transportation of K-3 level students is required.
g. Local school districts should be permitted to continue to educate their children as they see fit.

### Cooperation

a. It should be clearly evident that cooperative service units do perform a function at a lower cost before additional funding is continued.
b. Cooperation should be fostered by fiscal incentives which allow districts to provide service to students at a reduced cost. Flexibility in utilizing funds is also extremely important. In some cases cooperation leads to more programming which means more money.
c. Interdistrict cooperative programs can be supported only if there is voluntary participation of respective schools.

### Educational Cooperative Service Units

a. Participation in the ECSU's should be encouraged, not mandated.
b. The ECSU's should serve the participating districts, not control.
c. The ECSU's should not be made an arm of the state. If they are to be successful there should not be any tampering with the current basic philosophy.

### *State Board of Education - Rules and Regulations on Cooperation*

a. If the State Board has statutory authority to develop and adopt administrative rules and regulations for the development of cooperative programs, it then has the power to legislate out of existence small school districts. This is a dangerous move.

b. Additional powers to the State Board to develop these rules and regulations would further burden the overworked administration of the school districts.

### *Management*

a. Those recommendations regarding management training should be guidelines under the leadership of the Department of Education.

b. Unless we have legislative financial support for the employment of personnel and training of personnel it will be difficult for districts to keep up with the proliferation of additional management tasks required of the districts. It is becoming more and more difficult to administer school districts without adding administrative help. Educational Cooperative Service Units or Cooperatives are not the answer to all of these concerns.

## 5. TRANSPORTATION

a. Additional transportation aids in areas of sparse populations should be considered.

b. Transportation aids should include educational field trips, but not extracurricular costs.

c. The school districts should receive full state funding for the transportation of handicapped students.

## 6. SCHOOL BUILDINGS

a. The Legislature should provide aid to districts which modify buildings to accommodate added students and programs as other buildings are closed in line with declining enrollments.

b. The Legislature should not help pay for school facilities or renovation.

c. Fiscal incentives should be provided to encourage the leasing or sharing of school buildings.

d. To assist and encourage school districts to upgrade their educational facilities or to build new facilities, the state could increase the state's contribution in the Debt Redemption Levy by increasing the homestead credit percentage to the consolidated district.

4.

# MINNESOTA STATEWIDE ENROLLMENT PROJECTIONS

## Preface

The Advisory Council on Fluctuating School Enrollments was organized in 1974 to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" [see Section A-1: Laws of Minnesota, 1974, Chapter 355, Sec. 68, Sub. 3(b)].

This paper addresses the baseline concern of what those fluctuations in enrollment will be, when they are likely to occur, and where they are most likely to be located.

Subsequent papers issued by the Council will be based on the framework of population projections generated in this paper, subject to revision according to the availability of revised data from agencies charged with the provision of that information, especially the State Planning Agency, the office of the State Demographer, and the State Department of Education.

## Projections

It is a cliche to say that one cannot predict the future. To compensate for this inability, humanity assumes that tomorrow will be very much like today. The probabilities are that such a belief is generally correct. But if one is interested in a longer range period, 10 years for example, the probabilities of being accurate attenuate rather quickly. Although one might feel (rather than know) that the world of 1985 is going to be quite different from our world in 1975, one cannot have any certainty as to which dimensions of life might be very different and which might closely resemble those of today.

The human condition is such that most persons either do not think about 1985, or do not wish to. When they do, it is likely that the general belief is that life will not change very much between now and then.

At a deeper level, however, that simply is not true. A person born two generations ago might have foreseen the widespread use of the automobile, but not round-trip rocket travel to the moon. Nor could anyone have imagined the expansion of man's inhumanity to man from cannon shells to nuclear bombs in relatively few years.

There is an apparent contradiction—on the one hand, we do not like to predict a different future for ourselves, and on the other hand we know that the future will be a good deal different from what we know now. In fact, there is an array of futures waiting to become reality, not just one monolithic future. Whatever emerges will depend to a large extent on what is done to define, shape, and implement events of programs or policies. From the range of alternatives, both desirable and undesirable, humanity can influence what eventually occurs.

In order to think about the shaping of the future, we need a good many tools which transcend the capacity of human intuition. Fortunately, more accurate recordkeeping of our recent history, the technological capacity of computers, increasingly sophisticated statistical techniques, and highly skilled people to manage the interaction of ideas and machinery are available to us.

The case under examination in this instance, that of population, is especially susceptible to reasonably accurate projection. (Compare the quality of population estimates over the next 10 years to trying to estimate something like changes in the American value system, for example.)

Minnesota is the second state in the country to utilize a demographer to develop various kinds of population projections. State agencies will be using data provided by the State Demographer in their planning; for perhaps the first time, there will be a commonality of data across agencies, a situation which will both permit and encourage better comparisons of data and more accurate planning. Heretofore, planning based on population was performed by each agency according to its generally noncomparable needs and by persons of varying degrees of skill.

The challenge of this Council involves fluctuating enrollments. It is important to have a clear picture about the size of the school-age population now, how much that population will change in size and composition in future, and how it will be distributed around the state. Once those patterns begin to emerge, the implications for other aspects of educational policy will also become more apparent.

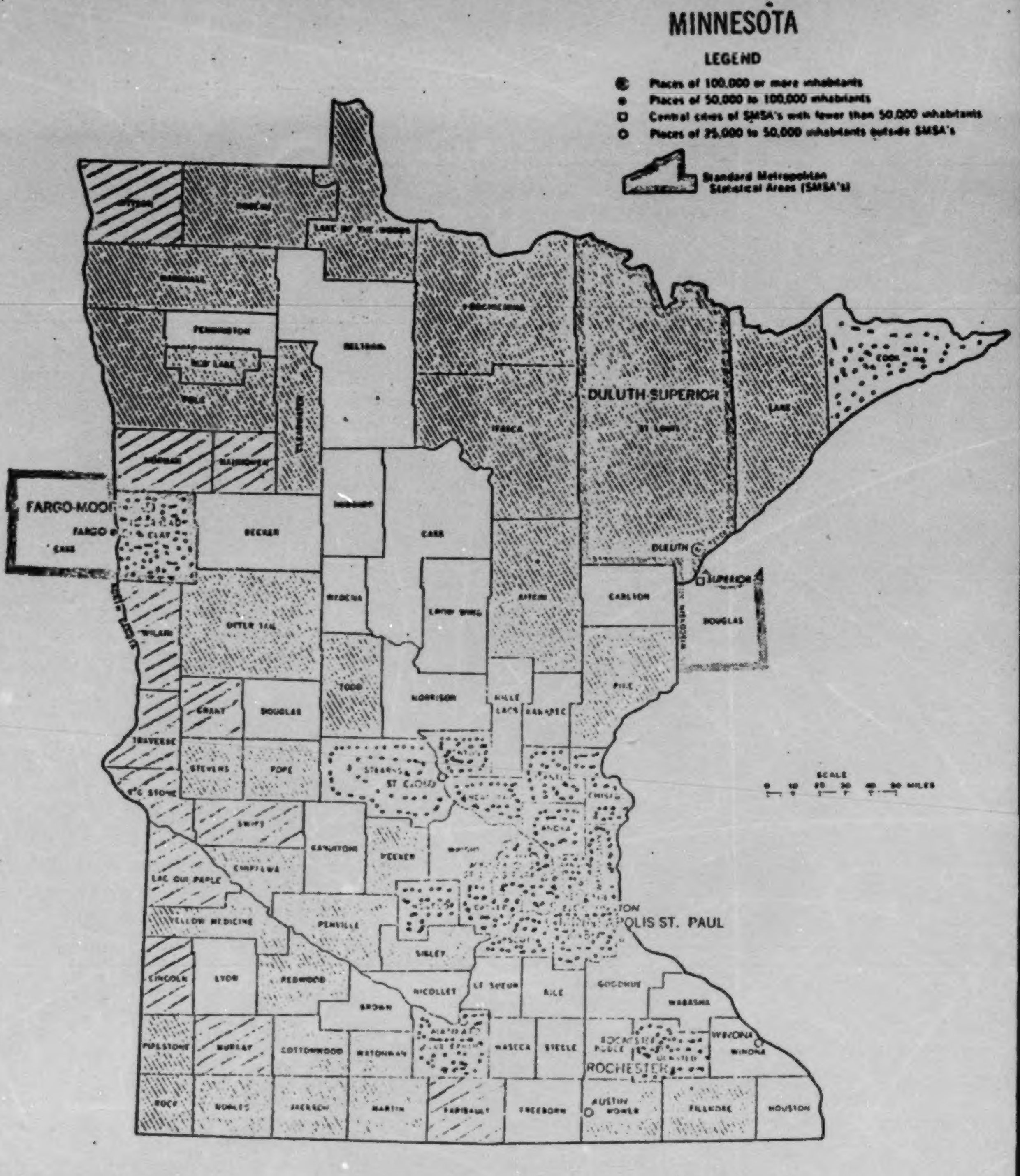
One does not have to project very far into the future to perceive the approximate shape and size of the population of school youngsters in Minnesota. Those children will not enter school until 1980, shall all have been born by the end of this summer, and they shall be in our schools until about 1993. Those born only five years from now will not leave school until about 1998. Children born in the famous year 1984 will not leave secondary school until after the next century has begun. In other words, short-range projections of birth rates (e.g., for the years between 1975 and 1980) will suggest the impact of enrollments on schools from 1985-98.

Before a perusal of where Minnesota is likely to find itself in the future, it is useful to examine the recent past in terms of the state's population.

Between 1960 and 1970, the total population of Minnesota grew by 391,000 from 3,414,000 to 3,805,000, an increase of 11.5 percent over the population living in the state in 1960. While the metropolitan areas of the state grew by 19 percent, nonmetropolitan areas increased by only 3 percent. Nearly 90 percent of the total state increase was accounted for by the metropolitan areas. (See map on page 86.)

> Within Minnesota's metropolitan areas, all growth occurred in the suburban rings, where population increased by 385,000 or 45 percent. Central cities show a slight loss of 38,000 or 4 percent. As a result of these changes, there was a rise in the proportion of total state population living in metropolitan areas. In 1960, metropolitan areas accounted for 53 percent of the population; by 1970 this had increased to 57 percent. In the nation as a whole, nearly 70 percent of the population is metropolitan.
>
> The growth of the state is reflected in an excess of births over deaths (natural increase) of 417,000, and a small net out migration of 25,000 persons. In metropolitan areas, population growth was the result of both natural increase (268,000) and net immigration (79,000). The central cities' loss was produced by a substantial out migration of 132,000 persons, equivalent to 14 percent of the population of the cities in 1960. By contrast, net immigration was of great importance to the growth of the suburbs, which gained 211,000 persons from this source, equivalent to 25 percent of 1960 population.
>
> All areas of the state experienced significant changes in age composition. The population under 5 years of age declined by 14 percent in metropolitan areas and by 28 percent in nonmetropolitan areas. The most rapidly growing group was 15 to 24 years of age, which increased by 62 percent in metropolitan areas and 34 percent in nonmetropolitan areas.
>
> The central cities' population loss was felt by all age groups except for 15 to 24 years and 65 years of age and over, while the suburbs show gains at all ages except the youngest (under 5).
>
> All changes similar to those which occurred in the state as a whole are found in other sections of the country. They are due in part to changing birth rates and in part to migration.... (General Demographic Trends for Metropolitan Areas, 1960 to 1970, U.S. Department of Commerce, July 1971, Pages 4-5.)

## Population Change for Counties: 1960 to 1970


MINNESOTA
LEGEND
Places of 100,000 or more inhabitants
Places of 50,000 to 100,000 inhabitants
Central cities of SMSA's with fewer than 50,000 inhabitants
Places of 25,000 to 50,000 inhabitants outside SMSA's
Standard Metropolitan Statistical Areas (SMSA's)
LAKE OF THE WOODS
PENNINGTON
RED LAKE
POLK
BELTRAMI
CLEARWATER
KOOCHICHING
DULUTH-SUPERIOR
ST LOUIS
LAKE
COOK
ITASCA
DULUTH
SUPERIOR
FARGO-MOORHEAD
FARGO
CASS
CLAY
BECKER
HUBBARD
CASS
CARLTON
DOUGLAS
WADENA
CROW WING
AITKIN
OTTER TAIL
WILKIN
TODD
MORRISON
MILLE LACS
KANABEC
PINE
GRANT
DOUGLAS
TRAVERSE
STEVENS
POPE
STEARNS
ST CLOUD
CHISAGO
BIG STONE
SWIFT
KANDIYOHI
MEEKER
WRIGHT
ANOKA
CHIPPEWA
LAC QUI PARLE
YELLOW MEDICINE
RENVILLE
MINNEAPOLIS ST. PAUL
SIBLEY
LINCOLN
LYON
REDWOOD
NICOLLET
LE SUEUR
RICE
GOODHUE
WABASHA
BROWN
PIPESTONE
MURRAY
COTTONWOOD
WATONWAN
WASECA
STEELE
ROCHESTER
WINONA
ROCK
NOBLES
JACKSON
MARTIN
FARIBAULT
FREEBORN
AUSTIN
MOWER
FILLMORE
HOUSTON
SCALE
MILES

Percent change
+13.3 or more
0 to +13.2
0 to -9.9
-10.0 or mor

(Source: "General Demographic Trends for Metropolitan Areas, 1960-1970," U.S. Department of Commerce, July 1971, p. 2.)

**Insofar as projecting Minnesota's total population for the next 25 years is concerned, the State Demographer has based her calculations on the following major assumptions:**

**. Current rates of mortality will continue.**

**. Migration rates will vary at the state level between slight outmigration and slight inmigration.**

**. In terms of fertility rates, the average number of children per female at the end of the child-bearing years will be 1.5, 1.9, 2.1, or 2.3 (The State Demographer has suggested that the 1.9 and 2.1 fertility rates were most likely. The 1.5 and 2.3 fertility rates have been eliminated from further consideration in this paper.)**

**Using the first two assumptions and fertility rate of 1.9, the following total population figures are:**

Table I

Males and Females, 0-85+ Years

|  | Totals | Percent Increase |
|---|---|---|
| 1970 | 3,804,971 | -- |
| 1980 | 4,076,663 | 7.1 |
| 1990 | 4,421,483 | 8.5 |
| 2000 | 4,652,816 | 5.2 |

The State Demographer's projections suggest that there will be a "mini-baby boom" between 1980 and 1990. Live births will average 71,500 per year during that decade, following which they will drop back to a per year average of 60,700 between 1995 and 2000. Presently, they have been running at an average of 56,600 (1970-75).

The significant shift will be in the composition of the state's population: the proportion of persons under the age of 20 will decrease from 40 to 29 percent of the population between 1970 and 2000.

The following tables represent the best available projections for Minnesota between now and the end of this century. Table II represents a conservative fertility assumption of 1.9 births per female through the childbearing years. Table III assumes a more generous rate of 2.1 births per female. According to Minnesota's demographer, the latter figure is possible with a moderate probability.

## Table II

## PRELIMINARY INTERPOLATIONS OF POPULATION PROJECTIONS*

## STATE OF MINNESOTA

### Fertility Assumption of 1.9 Births Per Female

| | 5 Yrs. | 6-13 | 14-18 | 5-18 |
|---|---|---|---|---|
| 1970 | 74,582 | 662,879 | 387,144 | 1,124,605 |
| 1975 | 68,500 | 573,854 | 420,104 | 1,062,458 |
| 1980 | 56,544 | 492,118 | 383,937 | 932,599 |
| 1985 | 65,633 | 479,480 | 329,328 | 874,441 |
| 1990 | 71,447 | 553,923 | 275,791 | 901,161 |
| 1995 | 71,056 | 572,393 | 336,126 | 979,575 |
| 2000 | 65,442 | 542,470 | 361,819 | 969,731 |

* Not adjusted for the seasonality of births or an age attainment requirement for entry into the Education System.

## Table III

## PRELIMINARY INTERPOLATIONS OF POPULATION PROJECTIONS*

## STATE OF MINNESOTA

### Fertility Assumption of 2.1 Births Per Female

| | 5 Yrs. | 6-13 | 14-18 | 5-18 |
|---|---|---|---|---|
| 1970 | 74,582 | 662,879 | 387,144 | 1,124,605 |
| 1975 | 68,500 | 573,854 | 420,104 | 1,062,458 |
| 1980 | 62,283 | 514,060 | 383,937 | 960,280 |
| 1985 | 72,268 | 534,388 | 329,328 | 935,984 |
| 1990 | 78,807 | 610,423 | 310,092 | 999,322 |
| 1995 | 78,916 | 634,715 | 370,084 | 1,083,715 |
| 2000 | 74,375 | 609,705 | 399,216 | 1,083,296 |

* Not adjusted for the seasonality of births or an age retainment requirement for entry into the Educational System.

Table IV shows the estimated enrollment shifts for school-age youngsters for each fertility rate assumption.

Table IV

| | 2.1 Fertility Rate | | | Projected Enrollments | |
|---|---|---|---|---|---|
| Year | Projection | Net Change | % Decrease | Age 5-13 | Age 14-18 |
| 1970 | 1,124,605 | — | — | 737,461 | 387,144 |
| 1975 | 1,062,458 | - 62,147 | - 5% | 642,354 | 420,104 |
| 1980 | 932,599 | -129,859 | -12% | 548,662 | 383,937 |
| 1985 | 874,441 | - 58,158 | - 6% | 545,113 | 329,328 |
| 1990 | 901,161 | + 26,720 | + 3% | 625,370 | 275,791 |
| 1995 | 979,575 | + 78,414 | + 8.7% | 643,449 | 336,126 |
| 2000 | 969,731 | - 9,844 | + 1% | 607,912 | 361,819 |

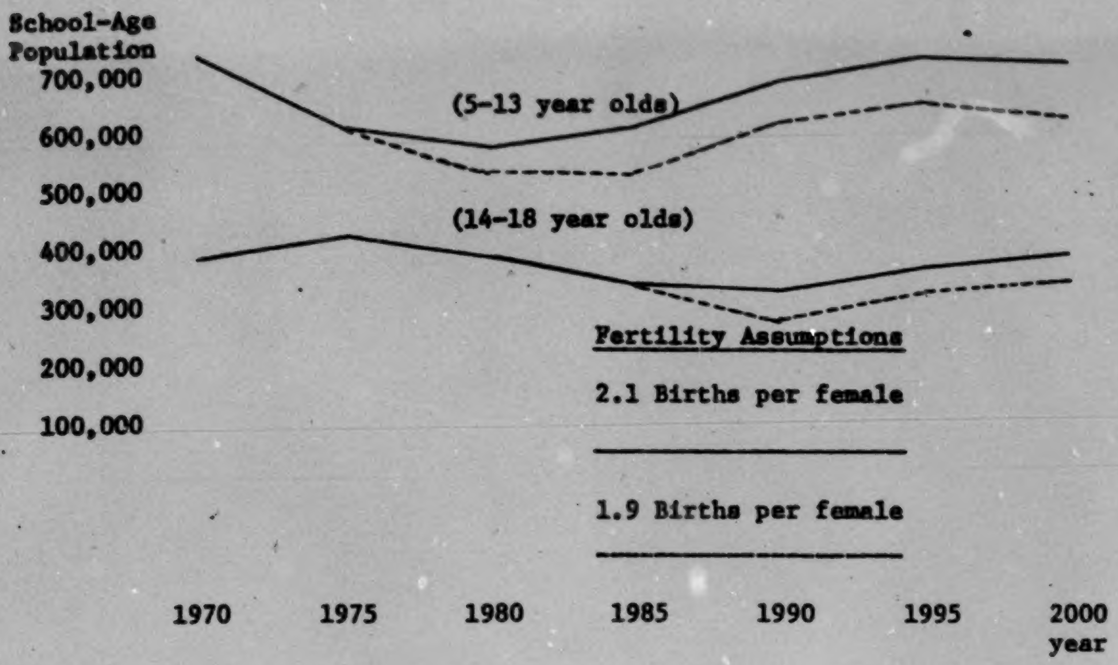
Table V

| | 2.1 Fertility Rate | | | Projected Enrollments | |
|---|---|---|---|---|---|
| Year | Projection | Net Change | % Decrease | Ages 5-13 | Ages 14-18 |
| 1970 | 1,124,605 | -- | -- | 737,461 | 387,144 |
| 1975 | 1,062,458 | - 62,147 | -5.5% | 642,354 | 420,104 |
| 1980 | 960,280 | -102,178 | -9.6% | 576,343 | 383,937 |
| 1985 | 935,984 | - 24,296 | -2.5% | 606,656 | 329,328 |
| 1990 | 999,322 | + 63,338 | +6.7% | 689,230 | 310,092 |
| 1995 | 1,083,715 | + 84,393 | +8.4% | 713,631 | 370,084 |
| 2000 | 1,083,296 | - 419 | -- | 684,080 | 399.216 |

(Source: Preliminary Interpolations of Population Projections, Minnesota State Demographer, 1975)

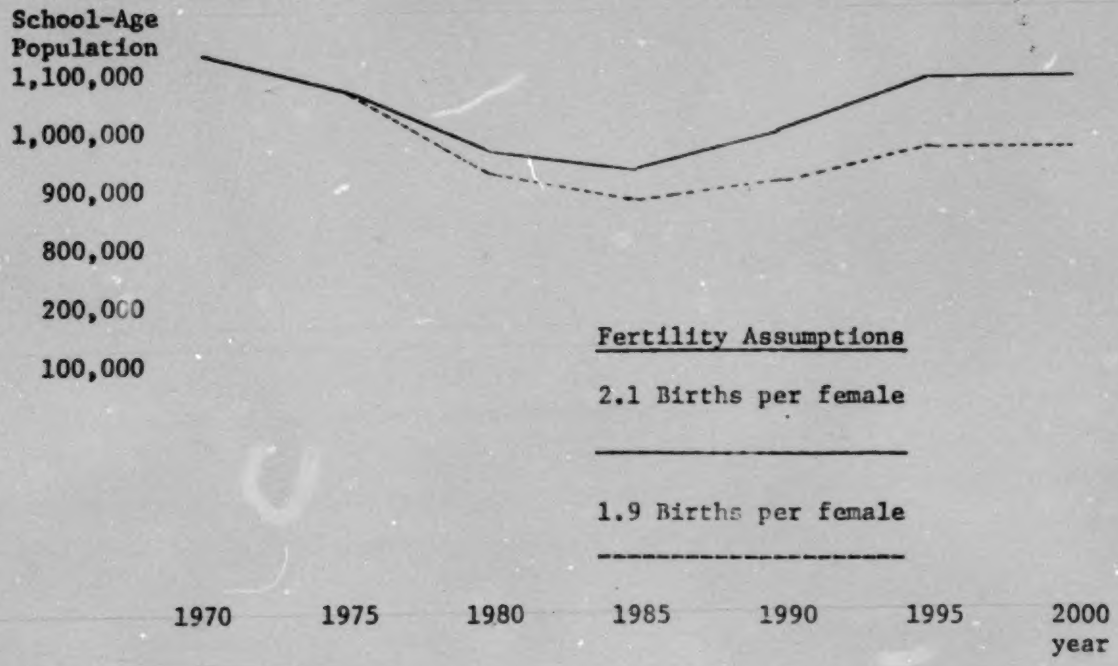
Graphically, these data look like the following:

Minnesota Population Projections of 5-13 and 14-18 Year Olds



Minnesota Population Projections of 5-18 Year Olds

Using Two Fertility Assumptions



Under either projection, it is clear that overall enrollments will decline until about 1985 at which juncture small increases will occur. Under the 1.9 rate, there will be a sharp drop in age 5-13 enrollments,[1] leveling off around 1985 and followed by a sharp increase through 1995, at which point another decline sets in. The 2.1 rate shows a somewhat less serious decline for ages 5-13 enrollments through 1980, followed by very marked increase through 1995 when the decline occurs.

In other words, the projected patterns for age 5-13 enrollments under either fertility assumption are quite similar, although the level of population differs.

For 14-18 enrollments, the patterns of decline for both fertility assumptions hold true through 1990 and then very sharp increases occur bringing 14-18 populations back to levels to be achieved about 1980.

In terms of proportion of 5-13 students to 14-18 students, the shares will remain quite similar under either fertility assumption, but with overall declining populations, proportion can be a somewhat misleading indicator.

Under either of the fertility assumptions, 1990 will be the proportionate high for 5-13 enrollments at 69 percent. The largest share for 14-18 enrollments will occur in 1980.

Given available data on overall population projections and on overall school enrollments, then it is clear that the next critical question concerns the distribution of school-age youngsters in the state.

Presently, data on population projections by Development Region will not be available until July, 1975. For the present, only current enrollment data is at hand.

It would be helpful indeed to be able to put these figures into a "projection matrix" through the year 2000, but as stated earlier, that data will not be available until midsummer.

In the most practical sense, it is impossible to "know" what future enrollments will be. Of the estimates available it is not certain which one may eventually be determined to be correct.

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[1] The age categories (5-13 and 14-18) years reflect the way in which population data were organized by the State Demographer. There is no intent to suggest a preference for a particular form of school organization, nor should any specific arrangement be inferred.

## Table VI

## Public School Enrollments by Development Region and Proposed Educational Cooperative Service Unit (ECSU)

### Fall, 1974

| Region | Enrollment | % of Total | ECSU Enrollment | % of Total |
|---|---|---|---|---|
| 1 | 24,005 | 2.6 | 39,053 | 4.3 |
| 2 | 15,048 | 1.6 | | |
| 3 | 79,460 | 8.9 | 79,460 | 8.9 |
| 4 | 43,477 | 4.9 | 43,477 | 4.9 |
| 5 | 30,282 | 3.4 | 30,282 | 3.4 |
| 6E | 23,469 | 2.6 | 38,468 | 4.3 |
| 6W | 14,999 | 1.7 | | |
| 7E | 24,204 | 2.7 | 72,809 | 8.1 |
| 7W | 48,605 | 5.5 | | |
| 8 | 32,562 | 3.7 | 32,562 | 3.7 |
| 9 | 45,606 | 5.1 | 45,606 | 5.1 |
| 10 | 89,986 | 10.1 | 89,986 | 10.1 |
| 11 | 417,832 | 47.0 | 417,832 | 47.0 |
| | 889,535 | 99.8* | 889,535 | 99.8* |

*Total is not 100 percent because of errors in rounding.

However, the Council is obligated to base its determinations on the best information on hand. Until the regional projections are produced, it will be impossible to address the specific implications of fluctuating school enrollments in the way the Council would prefer. Instead, the Council's findings are constrained by the fact that the data on hand suggest on a statewide basis only how enrollments will alter incoming years.

In these terms, it is clear that enrollments will decline in the short-term future and increase slightly in the long-term future. District-by-district differences are critical in terms of both overall planning and local responsiveness. As has been observed before, those will have to wait.

In terms of local districts, Minnesota Statutes 120.095 requires an annual census "...of all persons under 21 years of age on September 1" each year. However, cities of the first class and those districts whose boundaries are contiguous with federal census tracts may use decennial and mid-decade federal census tabulations.

At present, the results of the census constitute the best available local projections, assuming, of course, that they are used as such. However, in large cities, federal census data may be less valid primarily because it is collected at less frequent intervals.

In less populous areas, conventional wisdom suggests that the probabilities of errors in collecting data tend to increase. This may be due to casual methodology, lack of control over data collection, or other factors—more often than not a result of inattention.

(Should the proposed educational cooperative service units come into existence, perhaps their offices could be utilized in dealing with the double-edged problem of the census and relevant projections.)

Projections would have to be framed in such a way that they have a useful life on the one hand and enjoy a feedback capability on the other. Two-year projections are not particularly useful; they are of such short life that they cannot influence policy matters. At the same time, 10-year projections may be beyond the interest or ken of local or regional officials. Perhaps a five-year projection could have broad use for local, regional, and statewide planning.

Having been made, the projections should not be assigned to a numerical limbo. There must be an explicit way in which the data are fed back to relevant agencies for maximum impact on questions of finance, teacher utilization, interdistrict cooperation, facilities planning, etc.

In terms of the broad philosophical assumptions which buttress the Council's work, it is appropriate to observe tha the Council's function is not to decide the future; that is a immense problem and better left to more appropriate bodies. The Council is concerned that the state should not adopt anything which "locks in" the present system. Nor, for that matter should the Council promulgate recommendations which have the same outcome. What eventually emerges should be an arrangement which allows the state to respond to a fluid and shifting future.

## SUMMARY

In terms of the overall impact of these statewide population projections, the Council wishes to outline the following issues:

. Is the school census as presently construed both appropriate and useful for local districts in estimating future enrollment demands on their school systems?

. Should the educational cooperative service unit's (ECSU) come into existence, what role might they play in supervising or monitoring the school census? What data provided by local districts would be useful if they were also aggregated at the intermediate level?

. If educational cooperative service units (ECSU) do not emerge in parts of the state, what appropriate role might the State Department of Education and other state agencies play in ensuring comparable census results? How might those additional activities be funded?

. How might the projection aspect of the census be emphasized? How difficult is it for school districts to plan realistically for 10 to 15 years in the future?

. How might districts utilize census and projection data in planning activities with constitutents and taxpayers?

. How frequently should census and projection data be discussed by both local administrations and local boards? Would such discussions be useful in reinforcing the importance of projections in all educational planning (e.g., school facilities, staffing, program, etc.)?

. To what extent might project data play an important role in helping districts anticipate the likely relationship of enrollment trends to emerging school finance patterns?

Population is one of the common factors tied to a series of other concerns shared by educators, school board members, and citizens. As the population projects become more detailed (later in 1975), the impact of enrollment changes will permit a more specific discussion of school district structures, school finance, educational program, school facilities and staffing.

5.

# PROJECTED KINDERGARTEN, ELEMENTARY AND SECONDARY AGE POPULATION BY COUNTY 1970 - 2000

## Preface

The Advisory Council on Fluctuating School Enrollments was organized in 1974 to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" [*see* Section A-1: Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 31(b)].

This paper presents the projected kindergarten, elementary and secondary age population by county, 1970-2000. The projections by county reflect the anticipated impact of fluctuating school enrollments for the state of Minnesota.

The information and data presented in this paper has been provided by the office of the State Demographer.

## Definitions

| | |
|---|---|
| Kindergarten* | - includes children who will be 5 years old by September 1 of each year. |
| Elementary* | - includes children who will be 6 to 11 years old by September 1 of each year. |
| Secondary* | - includes children who will be 12 to 17 years old by September 1 of each year. |

* The figures given include anticipated birth rate and net inmigration of children. The birth rate projection component is based on 1.9 for fertility rate.

## Confidence Level of Data

1. For the state of Minnesota as a whole, the projection number are the most reliable.

2. The data given up to 1985 can be considered the least subject to error, as all children who will be enrolled have already been born except for these born in the upcoming four years. Therefore, it is not unrealistic to anticipate the various needs of education for that period of time.
3. The state as a whole has shown a precedent for net in-migration of school-age children. Therefore, the figures reflected are greater than the anticipated birth rate.
4. The projected secondary level data would be considered the least subject to error as these students have already been born.

## Limitations of Data

1. Projections for 1990+ might be considered more speculative as they are based more on fertility assumptions rather than actual births and migration data.
2. At the county level the projections are based on two migration assumptions which might make the figures less effective:
   a) Rate of migration (in- and out-) assumption of school-age persons.
   b) The migration pattern of females assumption in the child-bearing ages. This would be important for the upcoming four years.
3. Hennepin and Ramsey County data. Given the assumptions made in the projection model the projected decline may not be adequate. If out-migration diminished, we could anticipate the data to be accurate. However, if out-migration continues, the figures are probably too high.

## General Notes

1. Note those areas with drastic enrollment drops. These areas are characterized by an older age structure and generally skewed to producing minimum growth. These areas have also shown a precedent for out-migration, especially young adults.
2. There are generally four groups of counties which reflect diverse population and enrollment trends which, in turn, may affect the educational conditions in these areas.
   a) Those with projected severe enrollment decline which are rural in residence and not sparsely populated. (E.g., Redwood County.)
   b) Those with a projected 30 through 40 percent enrollment decline which are characterized by a large geographic area and sparsely populated. (E.g., Cook County.)

c) Those with a projected enrollment decline attributed to out-migration which are urban in residence but characterized by out-migration of the general population. (E.g., Ramsey and Hennepin County.)

d) Those with potential growth in enrollments and the general population for a limited period of time. (E.g., Chisago County.)

## Attachments

1. Kindergarten, Elementary, and Secondary Age Population Data by County, 1970-2000.
2. Map 1: Rapid Percent Population Growth 1970-1974

   Map 2: 1985 Projected School Age Population as a Percent of 1970, by County

## PROJECTED KINDERGARTEN AGE POPULATION BY COUNTY, 1970-2000

| | 1970 | | 1975 | | 1980 | | 1985 | | 1990 | | 1995 | | 2000 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COUNTY | NUMBER | % | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 |
| Aitkin | 191 | 100.0 | 141 | 73.8 | 120 | 62.8 | 151 | 79.1 | 163 | 85.3 | 152 | 79.6 | 130 | 68.1 |
| Anoka | 4,041 | 100.0 | 3,614 | 89.4 | 3,252 | 80.5 | 3,739 | 92.5 | 4,331 | 107.2 | 4,580 | 113.3 | 4,469 | 110.6 |
| Becker | 484 | 100.0 | 370 | 76.5 | 288 | 59.5 | 364 | 75.2 | 403 | 83.3 | 382 | 78.9 | 330 | 68.2 |
| Beltrami | 480 | 100.0 | 389 | 81.0 | 475 | 99.0 | 552 | 115.0 | 544 | 113.3 | 492 | 102.5 | 446 | 92.9 |
| Benton | 459 | 100.0 | 405 | 88.2 | 336 | 73.2 | 391 | 85.2 | 432 | 84.1 | 434 | 94.6 | 401 | 87.4 |
| Big Stone | 145 | 100.0 | 109 | 75.2 | 82 | 56.6 | 103 | 71.0 | 108 | 74.5 | 98 | 67.6 | 82 | 56.6 |
| Blue Earth | 811 | 100.0 | 694 | 85.6 | 1,035 | 127.6 | 1,118 | 137.9 | 1,035 | 127.6 | 921 | 113.6 | 876 | 108.0 |
| Brown | 556 | 100.0 | 450 | 80.9 | 419 | 75.4 | 480 | 86.3 | 506 | 91.0 | 479 | 86.2 | 426 | 76.6 |
| Carlton | 562 | 100.0 | 440 | 78.3 | 366 | 65.1 | 435 | 77.4 | 470 | 83.6 | 444 | 79.0 | 384 | 68.3 |
| Carver | 617 | 100.0 | 550 | 89.1 | 504 | 81.7 | 587 | 95.1 | 673 | 109.1 | 696 | 112.8 | 674 | 109.2 |
| Cass | 303 | 100.0 | 229 | 75.6 | 196 | 64.7 | 245 | 80.9 | 270 | 89.1 | 260 | 85.8 | 232 | 76.6 |
| Chippewa | 273 | 100.0 | 209 | 67.6 | 187 | 68.5 | 222 | 81.3 | 237 | 86.8 | 220 | 80.6 | 191 | 70.0 |
| Chisago | 348 | 100.0 | 340 | 97.7 | 392 | 112.6 | 478 | 137.4 | 561 | 161.2 | 574 | 164.9 | 599 | 172.1 |
| Clay | 823 | 100.0 | 677 | 82.3 | 878 | 106.7 | 965 | 117.3 | 922 | 112.0 | 825 | 100.2 | 765 | 93.0 |
| Clearwater | 154 | 100.0 | 125 | 81.2 | 98 | 63.6 | 121 | 78.6 | 133 | 86.4 | 130 | 84.4 | 116 | 75.3 |
| Cook | 62 | 100.0 | 48 | 77.4 | 36 | 58.1 | 39 | 62.9 | 42 | 67.7 | 38 | 61.3 | 32 | 51.6 |
| Cottonwood | 270 | 100.0 | 210 | 77.8 | 170 | 63.0 | 204 | 75.6 | 217 | 80.4 | 203 | 75.2 | 173 | 64.1 |
| Crow Wing | 637 | 100.0 | 540 | 84.8 | 654 | 87.0 | 654 | 102.7 | 690 | 108.3 | 668 | 104.9 | 623 | 97.8 |
| Dakota | 3,410 | 100.0 | 3,181 | 93.3 | 3,005 | 88.1 | 3,429 | 100.6 | 3,970 | 116.4 | 4,246 | 124.5 | 4,273 | 125.3 |
| Dodge | 271 | 100.0 | 210 | 77.5 | 176 | 64.9 | 204 | 75.3 | 222 | 81.9 | 214 | 79.0 | 191 | 70.5 |
| Douglas | 396 | 100.0 | 348 | 87.9 | 356 | 89.9 | 434 | 109.6 | 473 | 119.4 | 461 | 116.4 | 442 | 111.6 |
| Faribault | 368 | 100.0 | 276 | 75.0 | 235 | 63.9 | 276 | 75.0 | 290 | 78.8 | 262 | 71.2 | 219 | 59.5 |
| Fillmore | 395 | 100.0 | 311 | 78.7 | 247 | 62.5 | 292 | 73.9 | 316 | 80.0 | 293 | 74.2 | 250 | 63.3 |
| Freeborn | 693 | 100.0 | 578 | 83.4 | 503 | 72.6 | 571 | 82.4 | 590 | 85.1 | 548 | 79.1 | 476 | 68.7 |
| Goodhue | 653 | 100.0 | 550 | 84.2 | 549 | 84.1 | 639 | 97.9 | 691 | 105.8 | 682 | 104.4 | 644 | 98.6 |
| Grant | 122 | 100.0 | 93 | 76.2 | 79 | 64.8 | 100 | 82.0 | 106 | 86.9 | 97 | 79.5 | 81 | 66.4 |
| Hennepin | 16,791 | 100.0 | 14,057 | 83.7 | 15,856 | 94.4 | 16,528 | 98.4 | 15,856 | 94.4 | 14,491 | 86.3 | 13,261 | 79.0 |
| Houston | 340 | 100.0 | 298 | 87.7 | 233 | 68.5 | 275 | 80.9 | 295 | 86.8 | 284 | 83.5 | 261 | 76.8 |
| Hubbard | 196 | 100.0 | 146 | 74.5 | 136 | 69.4 | 174 | 88.8 | 195 | 99.5 | 194 | 99.0 | 177 | 90.3 |
| Isanti | 330 | 100.0 | 343 | 103.9 | 395 | 119.7 | 459 | 139.1 | 517 | 156.7 | 552 | 167.3 | 577 | 174.8 |

| | 1970 | | 1975 | | 1980 | | 1985 | | 1990 | | 1995 | | 2000 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COUNTY | NUMBER | % | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 |
| Itasca | 664 | 100.0 | 525 | 79.1 | 458 | 69.0 | 563 | 84.8 | 592 | 89.2 | 542 | 81.6 | 459 | 69.1 |
| Jackson | 249 | 100.0 | 195 | 78.3 | 169 | 67.9 | 204 | 81.9 | 210 | 84.3 | 191 | 76.7 | 163 | 65.5 |
| Kanabec | 186 | 100.0 | 179 | 96.2 | 176 | 94.6 | 206 | 110.8 | 230 | 123.7 | 242 | 103.1 | 239 | 128.5 |
| Kandiyohi | 534 | 100.0 | 435 | 81.5 | 426 | 79.8 | 521 | 97.6 | 557 | 104.3 | 523 | 97.9 | 473 | 88.6 |
| Kittson | 112 | 100.0 | 95 | 84.8 | 76 | 67.9 | 93 | 83.0 | 99 | 88.4 | 88 | 78.6 | 74 | 66.1 |
| Koochiching | 330 | 100.0 | 263 | 79.7 | 229 | 69.4 | 273 | 82.7 | 283 | 85.8 | 256 | 77.6 | 215 | 65.2 |
| Lac Qui Parle | 185 | 100.0 | 147 | 79.5 | 121 | 65.4 | 151 | 81.6 | 166 | 89.7 | 154 | 83.2 | 128 | 69.2 |
| Lake | 279 | 100.0 | 200 | 71.7 | 173 | 62.0 | 206 | 73.8 | 224 | 80.3 | 205 | 73.5 | 172 | 61.7 |
| Lake of the Woods | 72 | 100.0 | 57 | 79.2 | 47 | 65.3 | 56 | 77.8 | 59 | 81.9 | 53 | 73.6 | 44 | 61.1 |
| Le Sueur | 424 | 100.0 | 392 | 92.5 | 318 | 75.0 | 366 | 86.3 | 395 | 93.7 | 390 | 92.0 | 361 | 85.1 |
| Lincoln | 152 | 100.0 | 106 | 69.7 | 80 | 52.6 | 100 | 65.8 | 110 | 72.4 | 102 | 67.1 | 83 | 54.6 |
| Lyon | 441 | 100.0 | 368 | 83.4 | 357 | 81.0 | 437 | 99.1 | 454 | 102.9 | 415 | 94.1 | 367 | 83.2 |
| McLeod | 508 | 100.0 | 468 | 92.1 | 472 | 92.9 | 547 | 107.7 | 592 | 116.5 | 593 | 116.7 | 583 | 114.8 |
| Mahnomen | 121 | 100.0 | 102 | 84.3 | 63 | 52.1 | 81 | 66.9 | 89 | 73.6 | 88 | 72.7 | 77 | 63.6 |
| Marshall | 256 | 100.0 | 208 | 81.3 | 155 | 60.5 | 190 | 74.2 | 208 | 81.3 | 200 | 78.1 | 174 | 68.0 |
| Martin | 429 | 100.0 | 347 | 80.9 | 310 | 72.3 | 355 | 82.8 | 370 | 86.2 | 343 | 80.0 | 295 | 68.8 |
| Meeker | 347 | 100.0 | 288 | 83.0 | 254 | 73.2 | 301 | 86.7 | 319 | 91.9 | 306 | 88.2 | 272 | 78.4 |
| Mille Lacs | 305 | 100.0 | 260 | 85.0 | 231 | 75.5 | 271 | 88.6 | 299 | 97.7 | 295 | 96.4 | 275 | 89.9 |
| Morrison | 571 | 100.0 | 473 | 82.8 | 331 | 58.0 | 414 | 72.5 | 463 | 81.1 | 445 | 77.9 | 384 | 67.3 |
| Mower | 805 | 100.0 | 635 | 78.9 | 549 | 68.2 | 671 | 83.4 | 706 | 87.7 | 637 | 79.1 | 538 | 66.8 |
| Murray | 239 | 100.0 | 177 | 74.1 | 130 | 54.4 | 169 | 70.7 | 182 | 76.2 | 164 | 68.6 | 134 | 56.1 |
| Nicollet | 446 | 100.0 | 380 | 85.2 | 458 | 102.7 | 502 | 112.6 | 498 | 111.7 | 461 | 103.4 | 435 | 97.5 |
| Nobles | 437 | 100.0 | 357 | 81.7 | 297 | 68.0 | 351 | 80.3 | 369 | 84.4 | 336 | 76.9 | 288 | 65.9 |
| Norman | 165 | 100.0 | 130 | 78.8 | 98 | 59.4 | 122 | 73.9 | 132 | 80.0 | 122 | 73.9 | 103 | 62.4 |
| Olmsted | 1,780 | 100.0 | 1,557 | 87.5 | 1,626 | 91.4 | 1,742 | 97.9 | 1,809 | 101.6 | 1,805 | 101.4 | 1,743 | 97.9 |
| Otter Tail | 791 | 100.0 | 635 | 80.3 | 585 | 74.0 | 707 | 89.4 | 756 | 95.6 | 708 | 89.5 | 628 | 79.4 |
| Pennington | 238 | 100.0 | 212 | 89.1 | 225 | 94.5 | 269 | 113.0 | 285 | 119.8 | 272 | 114.3 | 254 | 106.7 |
| Pine | 308 | 100.0 | 256 | 83.1 | 225 | 73.1 | 275 | 89.3 | 311 | 101.0 | 308 | 100.0 | 287 | 93.2 |
| Pipestone | 240 | 100.0 | 184 | 76.7 | 152 | 63.3 | 189 | 78.8 | 198 | 82.5 | 180 | 75.0 | 153 | 63.8 |
| Polk | 636 | 100.0 | 499 | 78.5 | 433 | 68.1 | 515 | 81.0 | 540 | 84.9 | 494 | 77.7 | 421 | 66.2 |
| Pope | 182 | 100.0 | 145 | 79.7 | 123 | 67.6 | 150 | 82.4 | 164 | 90.1 | 154 | 84.6 | 135 | 74.2 |
| Ramsey | 8,666 | 100.0 | 7,352 | 84.8 | 7,403 | 85.4 | 7,924 | 91.4 | 7,755 | 89.5 | 7,105 | 82.0 | 6,384 | 73.7 |
| Red Lake | 119 | 100.0 | 94 | 79.0 | 62 | 52.1 | 74 | 62.2 | 82 | 68.9 | 80 | 67.2 | 70 | 58.8 |
| Redwood | 382 | 100.0 | 318 | 83.2 | 231 | 60.5 | 281 | 73.6 | 304 | 79.6 | 286 | 74.9 | 245 | 64.1 |

| COUNTY | 1970 NUMBER | 1970 % | 1975 NUMBER | 1975 % of 1970 | 1980 NUMBER | 1980 % of 1970 | 1985 NUMBER | 1985 % of 1970 | 1990 NUMBER | 1990 % of 1970 | 1995 NUMBER | 1995 % of 1970 | 2000 NUMBER | 2000 % of 1970 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Renville | 392 | 100.0 | 312 | 79.6 | 230 | 58.7 | 287 | 73.2 | 313 | 79.8 | 292 | 74.5 | 245 | 62.5 |
| Rice | 727 | 100.0 | 633 | 87.8 | 741 | 101.9 | 808 | 111.1 | 794 | 109.2 | 736 | 101.2 | 691 | 95.0 |
| Rock | 206 | 100.0 | 170 | 82.5 | 150 | 72.8 | 178 | 86.4 | 187 | 90.8 | 173 | 84.0 | 155 | 75.2 |
| Roseau | 233 | 100.0 | 195 | 83.7 | 158 | 67.8 | 189 | 81.1 | 207 | 88.8 | 201 | 86.3 | 180 | 77.2 |
| St. Louis* | 3,877 | 100.0 | 3,044 | 78.5 | 2,976 | 76.8 | 3,313 | 85.5 | 3,282 | 84.7 | 2,941 | 75.9 | 2,586 | 66.7 |
| Scott | 788 | 100.0 | 694 | 88.1 | 588 | 74.6 | 696 | 88.3 | 802 | 101.8 | 836 | 106.1 | 805 | 102.2 |
| Sherburne | 377 | 100.0 | 394 | 104.5 | 433 | 114.9 | 526 | 139.5 | 607 | 161.0 | 658 | 174.5 | 685 | 181.7 |
| Sibley | 301 | 100.0 | 231 | 76.7 | 201 | 66.8 | 238 | 79.1 | 260 | 86.4 | 250 | 83.1 | 221 | 73.4 |
| Stearns | 2,020 | 100.0 | 1,717 | 85.0 | 1,698 | 84.1 | 2,032 | 100.6 | 2,107 | 104.3 | 1,993 | 98.7 | 1,839 | 91.0 |
| Steele | 524 | 100.0 | 432 | 82.4 | 403 | 76.9 | 468 | 89.3 | 498 | 95.0 | 469 | 89.5 | 415 | 79.2 |
| Stevens | 186 | 100.0 | 150 | 80.6 | 158 | 84.9 | 187 | 100.5 | 180 | 96.8 | 155 | 83.3 | 132 | 71.0 |
| Swift | 231 | 100.0 | 205 | 88.7 | 143 | 61.9 | 174 | 75.3 | 188 | 81.4 | 177 | 76.6 | 149 | 64.5 |
| Todd | 423 | 100.0 | 341 | 80.6 | 262 | 61.9 | 325 | 76.8 | 358 | 84.6 | 342 | 80.9 | 300 | 70.9 |
| Traverse | 120 | 100.0 | 83 | 69.2 | 64 | 53.3 | 82 | 68.3 | 92 | 76.7 | 83 | 69.2 | 68 | 56.7 |
| Wabasha | 338 | 100.0 | 277 | 82.2 | 222 | 65.7 | 267 | 79.0 | 292 | 86.4 | 280 | 82.8 | 247 | 73.1 |
| Wadena | 245 | 100.0 | 185 | 75.5 | 139 | 56.7 | 176 | 71.8 | 195 | 79.6 | 183 | 74.7 | 156 | 63.7 |
| Waseca | 316 | 100.0 | 273 | 86.4 | 242 | 76.6 | 280 | 88.6 | 300 | 94.9 | 287 | 90.8 | 260 | 82.3 |
| Washington | 2,121 | 100.0 | 1,821 | 85.9 | 1,604 | 75.6 | 1,856 | 87.5 | 2,195 | 103.5 | 2,330 | 109.9 | 2,285 | 107.7 |
| Watonwan | 226 | 100.0 | 182 | 80.5 | 161 | 71.2 | 189 | 83.6 | 196 | 86.7 | 176 | 77.9 | 147 | 65.0 |
| Wilkin | 181 | 100.0 | 139 | 76.8 | 112 | 61.9 | 135 | 74.6 | 142 | 78.5 | 127 | 70.2 | 106 | 58.6 |
| Winona | 745 | 100.0 | 648 | 87.0 | 741 | 99.5 | 813 | 109.1 | 784 | 105.2 | 711 | 95.4 | 655 | 87.9 |
| Wright | 867 | 100.0 | 835 | 96.3 | 840 | 96.9 | 1,029 | 118.7 | 1,199 | 138.3 | 1,224 | 141.2 | 1,260 | 145.3 |
| Yellow Medicine | 259 | 100.0 | 190 | 73.4 | 161 | 62.2 | 201 | 77.6 | 220 | 84.9 | 203 | 78.4 | 168 | 64.9 |
| TOTAL | 72,481 | 100.0 | 61,116 | 84.3 | 60,628 | 83.7 | 67,956 | 93.8 | 70,469 | 97.2 | 67,295 | 92.8 | 62,219 | 85.8 |

*NOTE: Not based on Alternative St. Louis County Projection.

## PROJECTED ELEMENTARY SCHOOL AGE POPULATION BY COUNTY, 1970-2000

| COUNTY | 1970 |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | NUMBER | % | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 |
| Aitkin | 1,385 | 100.0 | 1,064 | 76.8 | 741 | 53.5 | 820 | 59.2 | 965 | 69.7 | 991 | 71.6 | 877 | 63.3 |
| Anoka | 26,596 | 100.0 | 24,728 | 93.0 | 19,681 | 74.0 | 20,581 | 77.4 | 25,052 | 94.2 | 28,380 | 106.7 | 28,486 | 107.1 |
| Becker | 3,431 | 100.0 | 2,719 | 79.3 | 1,868 | 54.4 | 1,993 | 58.1 | 2,396 | 69.8 | 2,502 | 72.9 | 2,252 | 65.6 |
| Beltrami | 3,322 | 100.0 | 2,742 | 82.5 | 2,540 | 76.5 | 2,998 | 90.3 | 3,261 | 98.2 | 3,173 | 95.5 | 2,887 | 86.9 |
| Benton | 3,112 | 100.0 | 2,776 | 89.2 | 2,093 | 67.3 | 2,150 | 69.1 | 2,534 | 81.4 | 2,740 | 88.1 | 2,619 | 84.2 |
| Big Stone | 1,030 | 100.0 | 783 | 76.0 | 523 | 50.8 | 548 | 53.2 | 634 | 61.6 | 627 | 60.9 | 545 | 52.9 |
| Blue Earth | 5,699 | 100.0 | 4,742 | 83.2 | 5,192 | 91.1 | 6,163 | 108.1 | 6,298 | 110.5 | 5,929 | 104.0 | 5,538 | 97.2 |
| Brown | 3,879 | 100.0 | 3,150 | 81.2 | 2,466 | 63.6 | 2,615 | 67.4 | 2,968 | 76.5 | 3,036 | 78.3 | 2,775 | 71.5 |
| Carlton | 3,934 | 100.0 | 3,139 | 79.8 | 2,257 | 57.4 | 2,351 | 59.8 | 2,739 | 69.6 | 2,827 | 71.9 | 2,531 | 64.3 |
| Carver | 4,188 | 100.0 | 3,812 | 91.0 | 3,028 | 72.3 | 3,202 | 76.5 | 3,911 | 93.4 | 4,359 | 104.1 | 4,335 | 103.5 |
| Cass | 2,119 | 100.0 | 1,720 | 81.2 | 1.242 | 58.6 | 1,374 | 64.8 | 1,635 | 77.2 | 1,727 | 81.5 | 1,596 | 75.3 |
| Chippewa | 1,926 | 100.0 | 1,492 | 77.5 | 1,114 | 57.8 | 1,199 | 62.3 | 1,379 | 71.6 | 1,400 | 72.7 | 1,249 | 64.9 |
| Chisago | 2,426 | 100.0 | 2,410 | 99.3 | 2,296 | 94.6 | 2,771 | 114.2 | 3,424 | 141.1 | 3,747 | 154.5 | 3,963 | 163.4 |
| Clay | 5,758 | 100.0 | 4,695 | 81.5 | 4,590 | 79.7 | 5,294 | 91.9 | 5,554 | 96.5 | 5,301 | 92.1 | 4,880 | 84.8 |
| Clearwater | 1,063 | 100.0 | 898 | 84.5 | 619 | 58.2 | 654 | 61.5 | 773 | 72.7 | 823 | 77.5 | 757 | 71.2 |
| Cook | 435 | 100.0 | 343 | 78.9 | 231 | 53.1 | 214 | 49.2 | 244 | 56.1 | 245 | 56.3 | 213 | 49.0 |
| Cottonwood | 1,897 | 100.0 | 1,487 | 78.4 | 1,046 | 55.1 | 1,096 | 57.8 | 1,256 | 66.2 | 1,280 | 67.5 | 1,132 | 59.7 |
| Crow Wing | 4,454 | 100.0 | 3,830 | 86.0 | 3,210 | 72.1 | 3,631 | 81.5 | 4,143 | 93.0 | 4,322 | 97.0 | 4,105 | 92.2 |
| Dakota | 22,565 | 100.0 | 21,576 | 95.6 | 17,938 | 79.5 | 19,039 | 84.4 | 23,141 | 102.6 | 26,456 | 117.2 | 27,257 | 120.8 |
| Dodge | 1,870 | 100.0 | 1,504 | 80.4 | 1,085 | 58.0 | 1,114 | 59.6 | 1,294 | 69.2 | 1,357 | 72.6 | 1,250 | 66.8 |
| Douglas | 2,813 | 100.0 | 2,433 | 86.5 | 2,072 | 73.7 | 2,393 | 85.1 | 2,822 | 100.3 | 2,983 | 106.0 | 2,897 | 103.0 |
| Faribault | 2,650 | 100.0 | 1,987 | 75.0 | 1,428 | 53.9 | 1,484 | 56.0 | 1,695 | 64.0 | 1,680 | 63.4 | 1,452 | 54.8 |
| Fillmore | 2,782 | 100.0 | 2,204 | 79.2 | 1,545 | 55.5 | 1,568 | 56.4 | 1,829 | 65.7 | 1,862 | 66.9 | 1,645 | 59.1 |
| Freeborn | 4,893 | 100.0 | 3,997 | 81.7 | 3,014 | 61.6 | 3,098 | 63.3 | 3,450 | 70.5 | 3,468 | 70.9 | 3,094 | 63.2 |
| Goodhue | 4,537 | 100.0 | 3,935 | 86.7 | 3,233 | 71.3 | 3,594 | 79.2 | 4,153 | 91.5 | 4,423 | 97.5 | 4,261 | 93.9 |
| Grant | 888 | 100.0 | 675 | 76.0 | 481 | 54.2 | 534 | 60.1 | 619 | 69.7 | 623 | 70.2 | 536 | 60.4 |
| Hennepin | 115,667 | 100.0 | 95,385 | 82.5 | 86,216 | 74.5 | 91,685 | 79.3 | 94,817 | 82.0 | 91,927 | 79.5 | 84,458 | 73.0 |
| Houston | 2,425 | 100.0 | 2,043 | 84.3 | 1,485 | 61.2 | 1,503 | 62.0 | 1,740 | 71.8 | 1,815 | 74.9 | 1,707 | 70.4 |
| Hubbard | 1,378 | 100.0 | 1,112 | 80.7 | 835 | 60.6 | 971 | 70.5 | 1,175 | 85.3 | 1,271 | 92.2 | 1,201 | 87.2 |
| Isanti | 2,296 | 100.0 | 2,405 | 104.7 | 2,313 | 100.7 | 2,710 | 118.0 | 3,213 | 139.9 | 3,642 | 158.6 | 3,840 | 167.2 |

| COUNTY | 1970 NUMBER | 1970 % | 1975 NUMBER | 1975 % of 1970 | 1980 NUMBER | 1980 % of 1970 | 1985 NUMBER | 1985 % of 1970 | 1990 NUMBER | 1990 % of 1970 | 1995 NUMBER | 1995 % of 1970 | 2000 NUMBER | 2000 % of 1970 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Itasca | 4,803 | 100.0 | 3,740 | 77.9 | 2,756 | 57.4 | 3,010 | 62.7 | 3,462 | 72.1 | 3,471 | 72.3 | 3,025 | 63.0 |
| Jackson | 1,791 | 100.0 | 1,383 | 77.2 | 1,019 | 56.9 | 1,088 | 60.7 | 1,236 | 69.0 | 1,220 | 68.1 | 1,071 | 59.8 |
| Kanabec | 1,318 | 100.0 | 1,248 | 94.7 | 1,056 | 80.1 | 1,175 | 89.2 | 1,387 | 105.2 | 1,555 | 118.0 | 1,574 | 119.4 |
| Kandiyohi | 3,766 | 100.0 | 3,040 | 80.7 | 2,463 | 65.4 | 2,786 | 74.0 | 3,257 | 86.5 | 3,329 | 88.4 | 3,066 | 81.4 |
| Kittson | 821 | 100.0 | 666 | 81.1 | 474 | 57.7 | 496 | 60.4 | 575 | 70.0 | 569 | 69.3 | 488 | 59.4 |
| Koochiching | 2,364 | 100.0 | 1,865 | 78.9 | 1,378 | 58.3 | 1,464 | 61.9 | 1,661 | 70.3 | 1,643 | 69.5 | 1,424 | 60.2 |
| Lac Qui Parle | 1,375 | 100.0 | 1,051 | 76.4 | 746 | 54.3 | 802 | 58.3 | 957 | 69.6 | 979 | 71.2 | 849 | 61.8 |
| Lake | 2,003 | 100.0 | 1,459 | 72.8 | 1,045 | 52.2 | 1,105 | 55.2 | 1,294 | 64.6 | 1,307 | 65.3 | 1,136 | 56.7 |
| Lake of the Woods | 513 | 100.0 | 412 | 80.3 | 288 | 56.1 | 303 | 59.1 | 346 | 67.5 | 343 | 66.9 | 296 | 57.7 |
| Le Sueur | 2,906 | 100.0 | 2,663 | 91.6 | 2,001 | 68.9 | 2,029 | 69.8 | 2,336 | 80.4 | 2,484 | 85.5 | 2,360 | 81.2 |
| Lincoln | 1,065 | 100.0 | 790 | 74.2 | 509 | 47.8 | 534 | 50.1 | 634 | 59.5 | 649 | 60.9 | 554 | 52.0 |
| Lyon | 3,108 | 100.0 | 2,540 | 81.7 | 2,063 | 66.4 | 2,323 | 74.7 | 2,664 | 85.7 | 2,651 | 85.3 | 2,380 | 76.6 |
| McLeod | 3,469 | 100.0 | 3,168 | 91.3 | 2,746 | 79.6 | 3,038 | 87.6 | 3,520 | 101.5 | 3,779 | 108.9 | 3,757 | 108.3 |
| Mahnomen | 845 | 100.0 | 711 | 84.1 | 441 | 52.2 | 426 | 50.4 | 511 | 60.5 | 546 | 64.6 | 498 | 58.9 |
| Marshall | 1,784 | 100.0 | 1,472 | 82.5 | 1,003 | 56.2 | 1,023 | 57.3 | 1,208 | 67.7 | 1,265 | 70.9 | 1,146 | 64.2 |
| Martin | 3,045 | 100.0 | 2,455 | 80.6 | 1,848 | 60.7 | 1,930 | 63.4 | 2,167 | 71.2 | 2,184 | 71.7 | 1,934 | 63.5 |
| Meeker | 2,444 | 100.0 | 2,040 | 83.5 | 1,533 | 62.7 | 1,641 | 67.1 | 1,881 | 77.0 | 1,953 | 79.9 | 1,789 | 73.2 |
| Mille Lacs | 2,102 | 100.0 | 1,844 | 87.7 | 1,422 | 67.6 | 1,518 | 72.2 | 1,784 | 84.9 | 1,909 | 90.8 | 1,824 | 86.8 |
| Morrison | 4,020 | 100.0 | 3,293 | 81.9 | 2,196 | 54.6 | 2,199 | 54.7 | 2,666 | 66.3 | 2,812 | 70.0 | 2,532 | 63.0 |
| Mower | 5,859 | 100.0 | 4,497 | 76.8 | 3,316 | 56.6 | 3,581 | 61.1 | 4,125 | 70.4 | 4,091 | 69.8 | 3,550 | 60.6 |
| Murray | 1,739 | 100.0 | 1,276 | 73.4 | 841 | 48.4 | 888 | 51.1 | 1,055 | 60.7 | 1,053 | 60.6 | 894 | 51.4 |
| Nicollet | 3,067 | 100.0 | 2,604 | 84.9 | 2,452 | 80.0 | 2,759 | 90.0 | 2,966 | 96.7 | 2,933 | 95.6 | 2,760 | 90.0 |
| Nobles | 3,123 | 100.0 | 2,484 | 79.5 | 1,821 | 58.3 | 1,889 | 60.5 | 2,156 | 69.0 | 2,149 | 68.8 | 1,889 | 60.5 |
| Norman | 1,180 | 100.0 | 922 | 78.1 | 633 | 53.6 | 659 | 55.9 | 774 | 65.6 | 786 | 66.6 | 690 | 58.5 |
| Olmsted | 11,751 | 100.0 | 10,558 | 117.5 | 9,201 | 78.3 | 9,715 | 82.7 | 10,696 | 91.0 | 11,293 | 96.1 | 11,072 | 94.2 |
| Otter Tail | 5,665 | 100.0 | 4,573 | 80.7 | 3,503 | 61.8 | 3,862 | 68.2 | 4,479 | 79.1 | 4,592 | 81.1 | 4,178 | 73.8 |
| Pennington | 1,658 | 100.0 | 1,462 | 88.2 | 1,267 | 76.4 | 1,462 | 88.2 | 1,679 | 101.3 | 1,734 | 104.6 | 1,640 | 98.9 |
| Pine | 2,165 | 100.0 | 1,837 | 84.8 | 1,392 | 64.3 | 1,527 | 70.5 | 1,843 | 85.1 | 1,991 | 92.0 | 1,904 | 87.9 |
| Pipestone | 1,694 | 100.0 | 1,310 | 77.3 | 936 | 55.3 | 1,002 | 59.1 | 1,157 | 68.3 | 1,152 | 68.0 | 1,009 | 59.6 |
| Polk | 4,502 | 100.0 | 3,558 | 79.0 | 2,612 | 58.0 | 2,767 | 61.5 | 3,160 | 70.2 | 3,161 | 70.2 | 2,769 | 61.5 |
| Pope | 1,366 | 100.0 | 1,051 | 76.9 | 773 | 56.6 | 833 | 61.0 | 984 | 72.0 | 1,018 | 74.5 | 922 | 67.5 |
| Ramsey | 59,400 | 100.0 | 49,406 | 83.2 | 41,507 | 69.9 | 43,256 | 72.8 | 45,706 | 76.9 | 44,662 | 75.2 | 40,566 | 68.3 |
| Red Lake | 806 | 100.0 | 660 | 81.9 | 421 | 52.2 | 395 | 49.0 | 471 | 58.4 | 500 | 62.0 | 453 | 56.2 |
| Redwood | 2,691 | 100.0 | 2,208 | 82.1 | 1,503 | 55.9 | 1,507 | 56.0 | 1,761 | 65.4 | 1,810 | 67.3 | 1,606 | 59.7 |

| COUNTY | 1970 |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | NUMBER | % | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 |
| Renville | 2,815 | 100.0 | 2,212 | 78.6 | 1,485 | 52.8 | 1,531 | 54.4 | 1,810 | 64.3 | 1,858 | 66.0 | 1,623 | 57.7 |
| Rice | 5,126 | 100.0 | 4,441 | 85.6 | 4,108 | 80.1 | 4,595 | 89.6 | 4,902 | 95.6 | 4,862 | 94.8 | 4,584 | 89.4 |
| Rock | 1,491 | 100.0 | 1,177 | 78.9 | 898 | 60.2 | 953 | 63.9 | 1,093 | 73.3 | 1,101 | 73.8 | 1,003 | 67.3 |
| Roseau | 1,607 | 100.0 | 1,370 | 85.3 | 980 | 61.0 | 1,017 | 63.3 | 1,198 | 74.5 | 1,267 | 78.8 | 1,169 | 72.7 |
| St. Louis* | 27,519 | 100.0 | 21,391 | 77.7 | 17,032 | 61.9 | 18,033 | 65.5 | 19,481 | 70.8 | 18,906 | 68.7 | 16,876 | 61.3 |
| Scott | 5,266 | 100.0 | 4,788 | 90.9 | 3,651 | 69.3 | 3,821 | 72.5 | 4,664 | 88.6 | 5,233 | 99.4 | 5,198 | 98.7 |
| Sherburne | 2,545 | 100.0 | 2,687 | 105.6 | 2,500 | 98.2 | 2,968 | 116.6 | 3,622 | 142.3 | 4,181 | 164.3 | 4,411 | 173.3 |
| Sibley | 2,129 | 100.0 | 1,671 | 78.5 | 1,221 | 57.4 | 1,295 | 60.8 | 1,519 | 71.3 | 1,590 | 74.7 | 1,455 | 68.3 |
| Stearns | 13,818 | 100.0 | 11,893 | 86.1 | 9,845 | 71.2 | 11,012 | 79.7 | 12,527 | 90.7 | 12,760 | 92.3 | 11,946 | 86.5 |
| Steele | 3,647 | 100.0 | 3,044 | 83.5 | 2,387 | 65.5 | 2,567 | 70.4 | 2,940 | 80.6 | 3,015 | 82.7 | 2,740 | 75.1 |
| Stevens | 1,361 | 100.0 | 1,051 | 77.2 | 880 | 64.7 | 1,000 | 73.5 | 1,075 | 79.0 | 1,004 | 73.8 | 864 | 63.5 |
| Swift | 1,681 | 100.0 | 1,399 | 83.2 | 945 | 56.2 | 929 | 55.3 | 1,090 | 64.8 | 1,121 | 66.7 | 984 | 58.5 |
| Todd | 2,991 | 100.0 | 2,437 | 81.5 | 1,682 | 56.2 | 1,758 | 58.8 | 2,096 | 70.1 | 2,191 | 73.3 | 1,992 | 66.6 |
| Traverse | 851 | 100.0 | 621 | 73.0 | 405 | 47.6 | 435 | 51.1 | 525 | 61.7 | 532 | 64.3 | 454 | 53.3 |
| Wabasha | 2,325 | 100.0 | 1,950 | 83.9 | 1,383 | 59.5 | 1,436 | 61.8 | 1,688 | 72.6 | 1,767 | 76.0 | 1,608 | 69.2 |
| Wadena | 1,735 | 100.0 | 1,338 | 77.1 | 903 | 52.0 | 941 | 54.2 | 1,136 | 65.5 | 1,177 | 67.8 | 1,045 | 60.2 |
| Waseca | 2,210 | 100.0 | 1,867 | 84.5 | 1,452 | 65.7 | 1,519 | 68.7 | 1,752 | 79.3 | 1,815 | 82.1 | 1,681 | 76.1 |
| Washington | 14,110 | 100.0 | 12,736 | 90.3 | 9,841 | 69.7 | 10,232 | 72.5 | 12,718 | 90.1 | 14,554 | 103.1 | 14,712 | 104.3 |
| Watonwan | 1,658 | 100.0 | 1,284 | 77.4 | 962 | 58.0 | 1,021 | 61.6 | 1,149 | 69.3 | 1,133 | 68.3 | 975 | 58.8 |
| Wilkin | 1,293 | 100.0 | 993 | 76.8 | 694 | 53.7 | 718 | 55.5 | 827 | 64.0 | 815 | 63.0 | 701 | 54.2 |
| Winona | 5,132 | 100.0 | 4,422 | 86.2 | 4,040 | 78.7 | 4,475 | 87.2 | 4,717 | 91.9 | 4,562 | 88.9 | 4,201 | 81.9 |
| Wright | 5,863 | 100.0 | 5,743 | 98.0 | 5,018 | 85.6 | 5,783 | 98.6 | 7,147 | 121.9 | 7,796 | 133.0 | 8,164 | 139.2 |
| Yellow Medicine | 1,876 | 100.0 | 1,381 | 73.6 | 978 | 52.1 | 1,061 | 56.6 | 1,270 | 67.7 | 1,291 | 68.8 | 1,117 | 59.5 |
| TOTAL | 500,645 | 100.0 | 421,905 | 84.3 | 348,837 | 69.7 | 373,445 | 74.6 | 416,623 | 83.2 | 427,046 | 85.3 | 401,457 | 80.2 |

*NOTE: Not based on Alternative St. Louis County Projection.

## PROJECTED SECONDARY SCHOOL AGE POPULATION BY COUNTY, 1970-2000

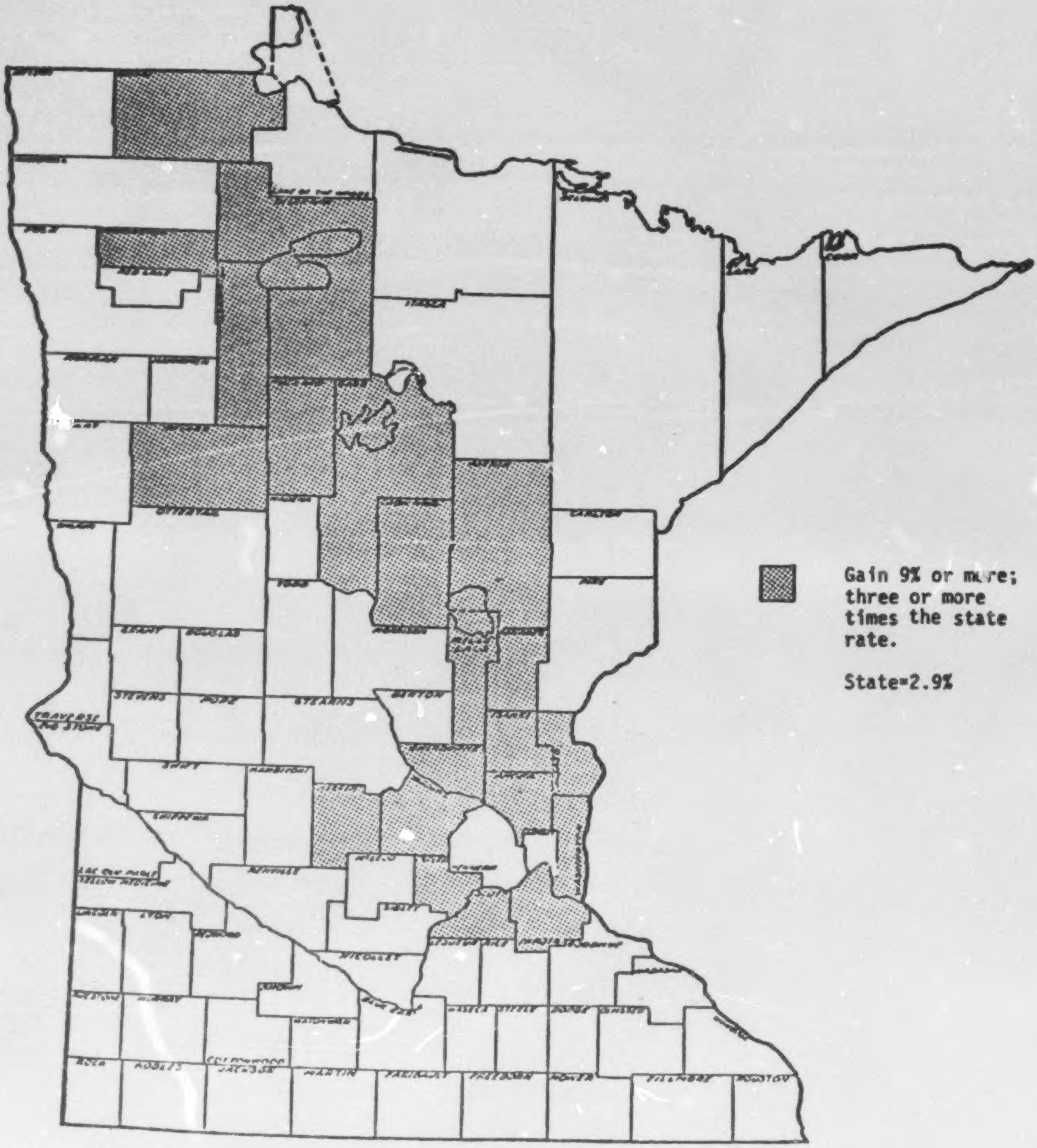
| COUNTY | 1970 |  | 1975 |  | 1980 |  | 1985 |  | 1990 |  | 1995 |  | 2000 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | NUMBER | % | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 | NUMBER | % of 1970 |
| Aitkin | 1,537 | 100.0 | 1,773 | 115.4 | 1,350 | 87.8 | 957 | 62.3 | 899 | 58.5 | 1,092 | 71.1 | 1,152 | 75.0 |
| Anoka | 22,613 | 100.0 | 31,257 | 138.2 | 31,289 | 138.4 | 25,225 | 111.6 | 23,842 | 105.4 | 28,702 | 126.9 | 32,880 | 145.4 |
| Becker | 3,649 | 100.0 | 4,150 | 113.7 | 3,437 | 94.2 | 2,472 | 67.7 | 2,247 | 61.6 | 2,757 | 75.6 | 2,970 | 81.4 |
| Beltrami | 4,494 | 100.0 | 4,328 | 96.3 | 3,913 | 87.1 | 3,367 | 74.9 | 3,747 | 83.4 | 4,237 | 94.3 | 4,281 | 95.3 |
| Benton | 3,102 | 100.0 | 3,668 | 118.3 | 3,440 | 110.9 | 2,723 | 87.8 | 2,437 | 78.6 | 2,890 | 93.2 | 3,195 | 103.0 |
| Big Stone | 1,111 | 100.0 | 1,172 | 105.5 | 928 | 83.5 | 648 | 58.3 | 560 | 50.4 | 668 | 60.3 | 682 | 61.4 |
| Blue Earth | 8,793 | 100.0 | 7,700 | 87.6 | 7,145 | 81.3 | 6,801 | 77.4 | 8,068 | 91.8 | 8,643 | 98.3 | 8,502 | 96.7 |
| Brown | 4,087 | 100.0 | 4,523 | 110.7 | 3,842 | 94.0 | 2,990 | 73.2 | 2,832 | 69.3 | 3,263 | 79.8 | 3,421 | 83.7 |
| Carlton | 4,161 | 100.0 | 4,633 | 111.3 | 3,835 | 92.2 | 2,805 | 67.4 | 2,518 | 60.5 | 2,986 | 71.8 | 3,169 | 76.2 |
| Carver | 4,054 | 100.0 | 5,142 | 126.8 | 4,795 | 118.3 | 3,762 | 92.8 | 3,643 | 89.9 | 4,472 | 110.3 | 5,095 | 125.7 |
| Cass | 2,355 | 100.0 | 2,649 | 112.5 | 2,269 | 96.4 | 1,694 | 71.9 | 1,629 | 69.2 | 1,978 | 84.0 | 2,143 | 91.0 |
| Chippewa | 2,095 | 100.0 | 2,216 | 105.8 | 1,790 | 85.4 | 1,345 | 64.2 | 1,256 | 60.0 | 1,467 | 70.0 | 1,534 | 73.2 |
| Chisago | 2,469 | 100.0 | 3,237 | 131.1 | 3,366 | 136.3 | 3,214 | 130.2 | 3,625 | 146.8 | 4,220 | 170.9 | 4,900 | 198.5 |
| Clay | 8,120 | 100.0 | 7,478 | 92.1 | 6,760 | 83.3 | 5,998 | 73.9 | 6,735 | 82.9 | 7,341 | 90.4 | 7,302 | 89.9 |
| Clearwater | 1,067 | 100.0 | 1,273 | 119.3 | 1,075 | 100.8 | 784 | 73.5 | 691 | 64.8 | 841 | 78.8 | 908 | 85.1 |
| Cook | 460 | 100.0 | 504 | 109.6 | 409 | 88.9 | 286 | 62.2 | 227 | 49.4 | 257 | 55.9 | 270 | 58.7 |
| Cottonwood | 2,020 | 100.0 | 2,166 | 107.2 | 1,746 | 86.4 | 1,280 | 63.4 | 1,127 | 55.8 | 1,317 | 65.2 | 1,378 | 68.2 |
| Crow Wing | 5,072 | 100.0 | 5,579 | 110.0 | 4,908 | 96.8 | 4,106 | 81.0 | 4,196 | 82.7 | 4,903 | 96.7 | 5,207 | 102.7 |
| Dakota | 19,636 | 100.0 | 27,164 | 138.3 | 27,800 | 141.6 | 23,375 | 119.0 | 22,919 | 116.7 | 27,656 | 140.8 | 32,062 | 163.3 |
| Dodge | 1,863 | 100.0 | 2,141 | 114.9 | 1,819 | 97.6 | 1,319 | 70.8 | 1,190 | 63.9 | 1,394 | 74.8 | 1,501 | 80.6 |
| Douglas | 3,508 | 100.0 | 3,590 | 102.3 | 3,212 | 91.6 | 2,747 | 78.3 | 2,874 | 81.9 | 3,451 | 98.4 | 3,747 | 106.8 |
| Faribault | 3,005 | 100.0 | 3,071 | 102.2 | 2,379 | 79.2 | 1,695 | 56.4 | 1,541 | 51.3 | 1,794 | 59.7 | 1,839 | 61.2 |
| Fillmore | 2,969 | 100.0 | 3,211 | 108.2 | 2,627 | 88.5 | 1,874 | 63.1 | 1,632 | 55.0 | 1,934 | 65.1 | 2,035 | 68.5 |
| Freeborn | 5,467 | 100.0 | 5,777 | 105.7 | 4,772 | 87.3 | 3,663 | 67.0 | 3,293 | 60.2 | 3,736 | 68.3 | 3,842 | 70.3 |
| Goodhue | 4,931 | 100.0 | 5,636 | 114.3 | 5,047 | 102.4 | 4,177 | 84.7 | 4,207 | 85.3 | 4,932 | 100.0 | 5,344 | 108.4 |
| Grant | 995 | 100.0 | 1,061 | 106.6 | 804 | 80.8 | 593 | 59.6 | 550 | 55.3 | 661 | 66.4 | 682 | 68.5 |
| Hennepin | 128,759 | 100.0 | 130,925 | 101.7 | 114,848 | 89.2 | 99,613 | 77.4 | 100,876 | 78.3 | 106,060 | 82.4 | 104,269 | 81.0 |
| Houston | 2,643 | 100.0 | 2,846 | 107.7 | 2,435 | 92.1 | 1,876 | 71.0 | 1,638 | 62.0 | 1,928 | 73.0 | 2,058 | 77.9 |
| Hubbard | 1,454 | 100.0 | 1,760 | 121.1 | 1,487 | 102.3 | 1,130 | 77.7 | 1,147 | 78.9 | 1,416 | 97.4 | 1,562 | 107.4 |
| Isanti | 2,409 | 100.0 | 3,164 | 131.3 | 3,336 | 138.5 | 3,259 | 135.3 | 3,591 | 149.1 | 4,252 | 176.5 | 4,837 | 200.8 |

| COUNTY | 1970 NUMBER | 1970 % | 1975 NUMBER | 1975 % of 1970 | 1980 NUMBER | 1980 % of 1970 | 1985 NUMBER | 1985 % of 1970 | 1990 NUMBER | 1990 % of 1970 | 1995 NUMBER | 1995 % of 1970 | 2000 NUMBER | 2000 % of 1970 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Itasca | 5,723 | 100.0 | 5,786 | 101.1 | 4,523 | 79.0 | 3,399 | 59.4 | 3,161 | 55.2 | 3,754 | 65.6 | 3,861 | 67.5 |
| Jackson | 2,195 | 100.0 | 2,128 | 97.0 | 1,681 | 76.6 | 1,234 | 56.2 | 1,145 | 52.2 | 1,340 | 61.0 | 1,363 | 62.1 |
| Kanabec | 1,349 | 100.0 | 1,705 | 126.4 | 1,576 | 116.8 | 1,395 | 103.4 | 1,403 | 104.0 | 1,665 | 123.4 | 1,876 | 139.1 |
| Kandiyohi | 4,579 | 100.0 | 4,531 | 99.0 | 3,816 | 83.3 | 3,042 | 66.4 | 3,063 | 66.9 | 3,672 | 80.2 | 3,875 | 84.6 |
| Kittson | 972 | 100.0 | 997 | 102.6 | 777 | 79.9 | 577 | 59.4 | 511 | 52.6 | 610 | 62.8 | 625 | 64.3 |
| Koochiching | 2,755 | 100.0 | 2,800 | 101.6 | 2,236 | 81.2 | 1,662 | 60.3 | 1,533 | 55.6 | 1,789 | 64.9 | 1,822 | 66.1 |
| Lac Qui Parle | 1,578 | 100.0 | 1,654 | 104.8 | 1,237 | 78.4 | 896 | 56.8 | 819 | 51.9 | 1,006 | 63.8 | 1,063 | 67.4 |
| Lake | 2,128 | 100.0 | 2,309 | 108.5 | 1,770 | 83.2 | 1,239 | 58.2 | 1,149 | 54.0 | 1,365 | 64.1 | 1,430 | 67.2 |
| Lake of the Woods | 560 | 100.0 | 620 | 110.7 | 493 | 88.0 | 357 | 63.8 | 319 | 57.0 | 377 | 67.3 | 384 | 68.6 |
| Le Sueur | 2,928 | 100.0 | 3,495 | 119.4 | 3,241 | 110.7 | 2,607 | 89.0 | 2,289 | 78.2 | 2,670 | 91.2 | 2,889 | 98.7 |
| Lincoln | 1,153 | 100.0 | 1,229 | 106.6 | 960 | 83.3 | 635 | 55.1 | 548 | 47.4 | 670 | 58.1 | 705 | 61.1 |
| Lyon | 4,184 | 100.0 | 3,899 | 93.2 | 3,426 | 81.9 | 2,757 | 65.0 | 2,785 | 66.6 | 3,293 | 78.7 | 3,415 | 81.6 |
| McLeod | 3,681 | 100.0 | 4,084 | 110.9 | 3,936 | 106.9 | 3,477 | 94.5 | 3,511 | 95.4 | 4,112 | 111.7 | 4,493 | 122.1 |
| Mahnomen | 845 | 100.0 | 973 | 115.1 | 825 | 97.6 | 566 | 67.0 | 433 | 51.2 | 539 | 63.8 | 583 | 69.0 |
| Marshall | 1,876 | 100.0 | 2,090 | 111.4 | 1,756 | 93.6 | 1,255 | 66.9 | 1,076 | 57.4 | 1,301 | 69.3 | 1,397 | 74.5 |
| Martin | 3,341 | 100.0 | 3,582 | 107.2 | 2,900 | 86.8 | 2,194 | 65.7 | 2,020 | 60.5 | 2,311 | 69.2 | 2,380 | 71.2 |
| Meeker | 2,645 | 100.0 | 2,943 | 113.3 | 2,462 | 73.1 | 1,902 | 71.9 | 1,769 | 66.9 | 2,080 | 78.6 | 2,196 | 83.0 |
| Mille Lacs | 2,138 | 100.0 | 2,539 | 118.8 | 2,317 | 108.4 | 1,852 | 86.6 | 1,754 | 82.0 | 2,082 | 97.4 | 2,276 | 106.5 |
| Morrison | 4,278 | 100.0 | 4,672 | 109.2 | 3,927 | 91.8 | 2,798 | 65.4 | 2,309 | 54.0 | 2,856 | 66.8 | 3,110 | 72.7 |
| Mower | 6,920 | 100.0 | 6,910 | 99.9 | 5,378 | 77.7 | 4,015 | 58.0 | 3,731 | 53.9 | 4,417 | 63.8 | 4,523 | 65.4 |
| Murray | 1,987 | 100.0 | 1,997 | 100.5 | 1,517 | 76.6 | 1,049 | 52.8 | 906 | 45.6 | 1,104 | 55.6 | 1,145 | 55.6 |
| Nicollet | 3,949 | 100.0 | 3,845 | 97.4 | 3,553 | 90.0 | 3,133 | 79.3 | 3,386 | 85.7 | 3,734 | 94.6 | 3,808 | 96.4 |
| Nobles | 3,601 | 100.0 | 3,667 | 101.8 | 2,987 | 83.0 | 2,249 | 62.5 | 2,004 | 55.7 | 2,336 | 64.9 | 2,404 | 66.8 |
| Norman | 1,279 | 100.0 | 1,343 | 105.0 | 1,091 | 85.3 | 795 | 62.2 | 693 | 54.2 | 827 | 64.7 | 870 | 68.0 |
| Olmsted | 11,280 | 100.0 | 13,300 | 117.9 | 13,010 | 115.3 | 11,215 | 99.4 | 11,045 | 97.9 | 12,222 | 108.4 | 13,051 | 115.7 |
| Otter Tail | 6,533 | 100.0 | 7,009 | 107.3 | 5,719 | 87.5 | 4,408 | 67.5 | 4,279 | 65.5 | 5,086 | 77.9 | 5,354 | 82.0 |
| Pennington | 2,057 | 100.0 | 2,116 | 102.9 | 1,882 | 91.5 | 1,619 | 78.7 | 1,686 | 82.0 | 1,988 | 96.7 | 2,102 | 102.2 |
| Pine | 2,342 | 100.0 | 2,661 | 113.6 | 2,308 | 98.5 | 1,814 | 77.5 | 1,747 | 74.6 | 2,128 | 90.9 | 2,352 | 100.4 |
| Pipestone | 1,909 | 100.0 | 1,944 | 101.8 | 1,577 | 82.6 | 1,143 | 59.9 | 1,041 | 54.5 | 1,238 | 64.9 | 1,271 | 66.6 |
| Polk | 5,105 | 100.0 | 5,346 | 104.7 | 4,324 | 84.7 | 3,186 | 62.4 | 2,925 | 57.3 | 3,424 | 67.1 | 3,526 | 69.1 |
| Pope | 1,579 | 100.0 | 1,681 | 106.5 | 1,308 | 82.8 | 994 | 63.0 | 940 | 59.5 | 1,130 | 71.6 | 1,207 | 76.4 |
| Ramsey | 65,426 | 100.0 | 66,761 | 102.0 | 58,201 | 89.0 | 48,323 | 73.9 | 46,307 | 70.8 | 49,793 | 76.1 | 49,502 | 75.7 |
| Red Lake | 791 | 100.0 | 887 | 112.1 | 775 | 98.0 | 523 | 66.1 | 405 | 51.2 | 488 | 61.7 | 534 | 67.5 |
| Redwood | 2,793 | 100.0 | 3,057 | 109.5 | 2,559 | 91.6 | 1,868 | 66.9 | 1,551 | 55.5 | 1,847 | 66.1 | 1,952 | 69.9 |

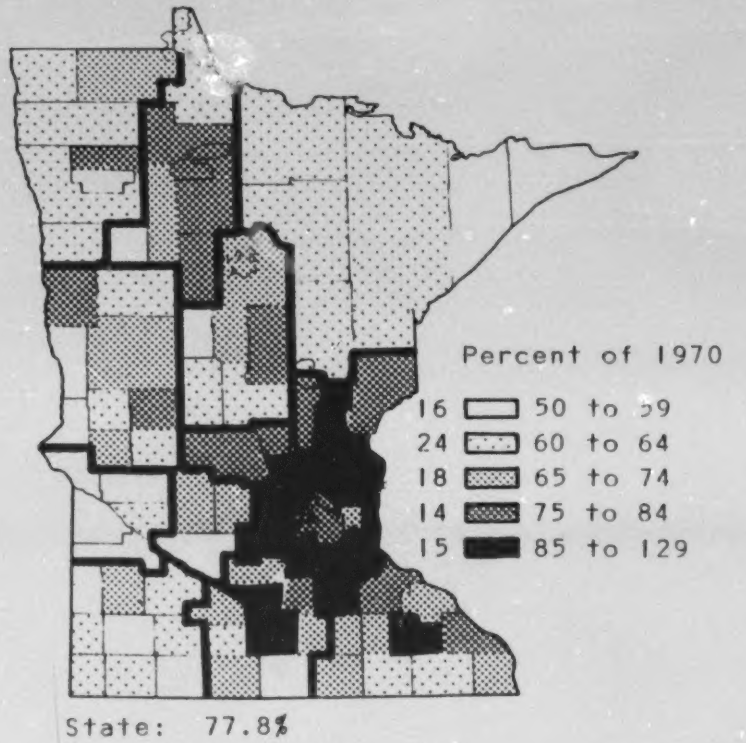
| COUNTY | 1970 NUMBER | 1970 % | 1975 NUMBER | 1975 % of 1970 | 1980 NUMBER | 1980 % of 1970 | 1985 NUMBER | 1985 % of 1970 | 1990 NUMBER | 1990 % of 1970 | 1995 NUMBER | 1995 % of 1970 | 2000 NUMBER | 2000 % of 1970 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Renville | 3,019 | 100.0 | 3,298 | 109.2 | 2,617 | 86.7 | 1,869 | 61.9 | 1,583 | 52.4 | 1,916 | 63.5 | 2,024 | 67.0 |
| Rice | 6,873 | 100.0 | 6,912 | 100.6 | 6,479 | 94.3 | 5,748 | 83.6 | 6,173 | 89.8 | 6,793 | 98.8 | 6,977 | 101.5 |
| Rock | 1,692 | 100.0 | 1,723 | 101.8 | 1,379 | 81.5 | 1,059 | 62.6 | 991 | 58.6 | 1,160 | 68.6 | 1,200 | 70.9 |
| Roseau | 1,652 | 100.0 | 1,906 | 115.4 | 1,634 | 98.9 | 1,215 | 73.5 | 1,072 | 64.9 | 1,289 | 78.0 | 1,392 | 84.3 |
| St. Louis* | 32,472 | 100.0 | 32,178 | 99.1 | 25,832 | 79.6 | 20,033 | 61.7 | 19,323 | 59.5 | 21,564 | 66.4 | 21,696 | 66.8 |
| Scott | 4,771 | 100.0 | 6,284 | 131.7 | 6,079 | 127.4 | 4,816 | 100.9 | 4,449 | 93.3 | 5,428 | 113.8 | 6,216 | 130.3 |
| Sherburne | 2,584 | 100.0 | 3,439 | 133.1 | 3,639 | 140.8 | 3,471 | 134.3 | 3,765 | 145.7 | 4,601 | 178.1 | 5,325 | 206.1 |
| Sibley | 2,221 | 100.0 | 2,530 | 113.9 | 2,055 | 92.5 | 1,508 | 67.9 | 1,398 | 62.9 | 1,663 | 74.9 | 1,789 | 80.5 |
| Stearns | 16,671 | 100.0 | 17,203 | 103.2 | 16,084 | 96.5 | 13,242 | 79.4 | 13,436 | 80.6 | 15,696 | 94.2 | 16,499 | 99.0 |
| Steele | 3,899 | 100.0 | 4,414 | 113.2 | 3,807 | 97.6 | 3,004 | 77.0 | 2,867 | 73.5 | 3,339 | 85.6 | 3,519 | 90.3 |
| Stevens | 2,021 | 100.0 | 1,772 | 87.7 | 1,423 | 70.4 | 1,155 | 57.1 | 1,195 | 59.1 | 1,348 | 66.7 | 1,318 | 65.2 |
| Swift | 1,890 | 100.0 | 1,985 | 105.0 | 1,607 | 85.0 | 1,175 | 62.2 | 954 | 50.5 | 1,150 | 60.8 | 1,214 | 64.2 |
| Todd | 3,267 | 100.0 | 3,609 | 110.5 | 2,989 | 91.5 | 2,167 | 66.3 | 1,909 | 58.4 | 2,325 | 71.2 | 2,502 | 76.6 |
| Traverse | 916 | 100.0 | 974 | 106.3 | 746 | 81.4 | 501 | 54.7 | 442 | 48.3 | 457 | 59.7 | 576 | 62.9 |
| Wabasha | 2,388 | 100.0 | 2,732 | 114.4 | 2,335 | 97.8 | 1,717 | 71.9 | 1,514 | 63.4 | 1,814 | 76.0 | 1,947 | 81.5 |
| Wadena | 1,854 | 100.0 | 2,046 | 110.4 | 1,668 | 90.0 | 1,162 | 62.9 | 1,022 | 55.1 | 1,260 | 68.0 | 1,354 | 73.0 |
| Waseca | 2,329 | 100.0 | 2,570 | 110.3 | 2,228 | 95.7 | 1,771 | 76.0 | 1,635 | 70.2 | 1,909 | 82.0 | 2,029 | 87.1 |
| Washington | 12,290 | 100.0 | 17,042 | 138.7 | 16,589 | 135.0 | 12,832 | 104.4 | 12,210 | 99.3 | 15,050 | 122.5 | 17,567 | 142.9 |
| Watonwan | 1,938 | 100.0 | 1,994 | 102.9 | 1,535 | 79.2 | 1,155 | 59.6 | 1,070 | 55.2 | 1,239 | 63.9 | 1,253 | 64.7 |
| Wilkin | 1,477 | 100.0 | 1,507 | 102.0 | 1,197 | 81.0 | 842 | 57.0 | 746 | 50.5 | 883 | 59.8 | 900 | 60.9 |
| Winona | 6,894 | 100.0 | 6,484 | 94.1 | 6,014 | 87.2 | 5,247 | 76.1 | 5,522 | 80.1 | 6,024 | 87.4 | 6,016 | 87.3 |
| Wright | 5,587 | 100.0 | 7,268 | 130.1 | 7,464 | 133.6 | 6,727 | 120.4 | 7,048 | 126.1 | 8,256 | 147.8 | 9,590 | 171.6 |
| Yellow Medicine | 2,178 | 100.0 | 2,234 | 102.6 | 1,704 | 78.2 | 1,189 | 54.6 | 1,107 | 50.8 | 1,360 | 62.4 | 1,438 | 66.0 |
| TOTAL | 546,234 | 100.0 | 590,418 | 108.1 | 523,994 | 95.9 | 429,542 | 78.6 | 421,402 | 77.1 | 477,134 | 87.3 | 500,434 | 91.6 |

*NOTE: Not based on Alternative St. Louis County Projection.

## MAP 1:
## RAPID PERCENT POPULATION GROWTH
## 1970-1974


OTTERTAIL
GRANT
DOUGLAS
STEVENS
POPE
STEARNS
BENTON
TRAVERSE
BIG STONE
SWIFT
CHIPPEWA
LAC QUI PARLE
YELLOW MEDICINE
RENVILLE
NICOLLET
WASECA
STEELE
DODGE
COTTONWOOD
JACKSON
MARTIN
FARIBAULT
FREEBORN
MOWER
FILLMORE
HOUSTON
▨ Gain 9% or more; three or more times the state rate.
State=2.9%

## 1985 PROJECTED SCHOOL AGE POPULATION AS A PERCENT OF 1970, BY COUNTY


Percent of 1970
16 50 to 59
24 60 to 64
18 65 to 74
14 75 to 84
15 85 to 129
State: 77.8%

6.

# AN OVERVIEW OF MINNESOTA'S ELEMENTARY AND SECONDARY EDUCATIONAL SYSTEM

## A. Definition of the Educational System

Education is a process through which students may grow and develop to become resourceful, productive citizens in a democratic society. In Minnesota, this process of educating students occurs under the auspices of the State Legislature, the State Board of Education, the State Department of Education, intermediate units, local school boards, and professional educators.

The primary delivery system for education in Minnesota is within 435 school districts which are experiencing a phenomenon referred to as fluctuating enrollments. This fluctuation in enrollments is not unique to Minnesota, since it appears to be occurring nationwide.

For purposes of this overview, the 435 school districts in Minnesota shall be referred to as the Educational System. The fluctuation of enrollments within this Educational System and the complex interactions of the system with its external environment will set forth a framework for understanding the status of education in Minnesota.

Minnesota's Educational System is increasingly complex due to the past rapid growth in the number of students entering the system. This can be recognized in the diverse sizes of the school districts, the organizational structures of the school districts, and the increasing specialization of functions within the school districts. This system becomes more complex as one considers the external demands and supports for educational delivery systems which are cost-effective and of high quality.

Education does not function in a vacuum. It is dynamic and interacts continuously with its internal and external environment. Understanding this interaction has been the primary concern of educators, legislators, and the public at large; comprehending the intricacies of this dynamic system is difficult.

Minnesota's Educational System appears to be going through a critical period which may be considered a "fiscal crisis" affecting the quality and comprehensiveness of the educational process. The question often asked by legislators, taxpayers, and educators is "What factors in the Educational System need to be addressed and studied so this apparent crisis may be understood and thus resolved?"

One demographic factor, school enrollments, is currently under study by this Council. School enrollments are an integral part of the Educational System and, therefore, have extensive influence within the System. Currently, enrollments are in a state of fluctuation characterized primarily by decline. The adaptation to decline requires a new way of thinking and management as illustrated in the following statements by the economist Kenneth E. Boulding in M. Rodekohr, *Adjustments of Colorado districts to declining enrollments*. Lincoln, Nebraska, University of Nebraska, 1974.

> America, and indeed most of world society, has enjoyed growth in many different forms for a period far beyond living memory, stretching back indeed for some hundreds of years. In the last 100 or 200 years growth in almost all major respects has been quite rapid. . . .
>
> Growth, however, cannot go on forever. There is now widespread recognition that we may be in for a period of general slowdown, certainly in population growth and quite probably in per capita real income as energy and materials [sic] sources become more scarce and more expensive, and as potentials for technological change begin to exhaust themselves. . . .
>
> A period of slowdown, therefore, may create severe problems simply because all our learning processes have taught us to adapt to growth and we have had very little opportunity to experience no-growth or even slow growth and still less opportunity to experience decline. . . .
>
> Adaptation to decline, therefore, is going to be a very important skill in the years ahead. If we are only adapted to growth, then we are likely to make a tragic mess of decline. There is a strong case to be made for the argument that decline requires greater skill, better judgment, a stronger sense of community, and a higher order of leadership than growth does. It is easy to adjust to growth. If you make mistakes, time will generally correct them. If you put too much into one segment of the system, all you have to do is wait a little while and hold back the growth of the overextended section and the other sections will catch up with it. In decline, however, time aggravates mistakes. It makes it much harder to achieve the proper proportions of the system, as it is the achieving of these proper proportions which is one of the major functions of leadership.

In light of Boulding's distinction between management of growth and the future management of decline, it may be appropriate to bring the enrollment phenomenon into perspective. The Council has found that fluctuating enrollments interact continuously with other factors which are also influencing the System. It is important that these other factors affecting the Educational System be clearly defined and their interaction with enrollments and with each other be described. This may provide a global picture of the "fiscal crisis" and the effects on the quality and comprehensiveness of education. The factors to be addressed are demographic, economic, legal, political, and cultural.

## 1. DEMOGRAPHIC FACTORS

In cooperation with the State Demographer, the Council has developed two documents on projected population and enrollment trends in Minnesota (*see* Appendix 3 and 4). The documents address population trends on a statewide basis and enrollment trends on a county basis. The State Demographer has also developed a document entitled "An Analysis of Public School Enrollments in Minnesota, 1970-1974," which was distributed by the Council.

A synopsis of the information in these documents provides the following population and enrollment trends in Minnesota:

- The general population (0 through 85+ years) will continue to increase from 3,804,971 in 1970, to 4,652,816 by 2000 (based on 1.9 births per female).
- The 5 through 18 year old population will decrease from 1,124,605 in 1970, to 969,731 by 2000 (based on 1.9 births per female).
- Enrollment trends by geographic area are related to demographic factors, e.g., those areas experiencing a current or projected severe enrollment decline are characterized by an older age structure and generally skewed to producing minimum growth.
- There are generally four groups of counties which reflect diverse population and enrollment trends which, in turn, may affect the educational conditions in these areas: those with a projected severe enrollment decline which are rural in residence and are not sparsely populated (e.g., Redwood County); those with a projected 30 through 40 percent enrollment decline which are characterized by a large geographic area and are sparsely populated (e.g., Cook County); those with a projected enrollment decline attributed to out-migration which are urban in residence and characterized by out-migration of the general population (e.g., Ramsey and Hennepin Counties); and, those with potential growth in enrollments and the general population for a limited period of time (e.g., Chisago County).

Understanding the impact of population and enrollment trends on the Educational System can be perplexing. For example, consider the possible implications of the future changes in general population characteristics as they may relate to the Educational System. There may be a divergent distribution of age groups characterized by increasingly greater numbers of adults in the older age groups and fewer adults with school-age children. This may necessitate an increasingly active pursuit of educational and financial support from those citizens no longer receiving direct benefits from education. The quality of citizen participation could become a very crucial and serious element in the Educational System.

The demographic characteristics found in the different geographic areas will also need serious consideration when planning for the future of education in Minnesota. How does one develop policies at the state level which will facilitate the diverse population trends existing in the four previously mentioned groups of counties? To what extent can these policies ensure the flexibility necessary to meet the continuously changing educational needs of these areas? These are complex questions which are being addressed by the Council. It is anticipated that they will be answered at the completion of this study.

## 2. ECONOMIC FACTORS

The Educational System's fiscal component is also affected by more general economic developments such as inflation, recession and unemployment, and changes in the general levels of interest rates. At first glance, these might not appear to relate to fluctuating school enrollments. This may be an erroneous assumption. Fluctuating enrollments and economic conditions appear to interact to affect the total costs and per pupil unit costs in such areas as fixed charges, instructional salaries, and supplies.

Given the current revenue limitations of the 1971 Omnibus Tax Law, the management of the Educational System can no longer levy taxes beyond the limit authorized by the state aid formula without approval by the electorate. If expenditures related to economic factors rise dramatically, school districts will need to reallocate existing funds between budget functions to cover these additional costs. This reallocation of revenue might affect the quality or comprehensiveness of the educational program if dollars are taken from the instructional functions to cover increasing noninstructional costs. This reallocation may be reflected in reduced programs, staff and/or facilities.

Nationally, Minnesota ranks very high in taxation and expenditure levels for education. It might be unreasonable to believe tax rates could be increased further to account for increasing educational costs. This implies the need for a careful analysis of how money is now being expended and how it might be allocated more effectively.

## 3. LEGAL FACTORS

Legal factors influencing the Educational System include legislative action at the state and federal level, court decisions, and rules and regulations set by the State Board of Education and implemented by the State Department of Education. As with economic factors one might say legal factors do not interact with fluctuating school enrollments to affect the cost, quality, and comprehensiveness of the educational process. This, too, may not be totally correct. All of these actions in interaction with enrollments can affect the cost, quality, and comprehensiveness of education. This will be illustrated in Section IV of this document which describes specific cost, quality, and revenue problems in education. These problem statements consider such legal factors as tenure, bargaining rights, and seniority rights.

## 4. POLITICAL FACTORS

Education is a constitutional function of the state and, therefore, is very much a part of the political system. The Educational System is influenced through the electoral process, interest groups, and the general political climate. This can be witnessed in such examples as the growing assertiveness of teachers, the perceived tension attributed to the Opening Meeting Law, and the increasing concern for educational accountability. The political demands and supports in the external and the internal environments of the Educational System will have varying effects within individual school districts and on the Educational System as a whole. The mere recognition that our society is pluralistic, expressing diverse ethnic, cultural, and social interests places greater demands on the purpose, process and structure of the Educational System. As changes are made in the Educational System to adjust to fluctuating enrollments, the political factors may become a very important influence which must be understood.

## 5. CULTURAL FACTORS

Cultural factors are most difficult to understand, project, or define. Cultural factors include the norms, values, beliefs, perceptions, motivations, habits, and expectations of our pluralistic society. Since organizations are created to serve particular needs of our society, cultural factors become increasingly important to the functioning of the Educational System.

It might be accurate that this factor has, historically, had a positive effect on the Educational System. The long standing support of education in Minnesota via increased tax dollars and public interest in quality education has promoted the national recognition of Minnesota for its support of education.

It is difficult to predict how future cultural interests will influence change in education. The anticipation of an older age group distribution with fewer parents directly involved in the educational process could have a devastating or enlightening influence on the new demands and supports affecting the system.

7.

## EFFECTS OF FLUCTUATING ENROLLMENTS

### A. Effects on Cost

### 1. GENERAL PROBLEM STATEMENT

Total educational costs are increasing. This does not appear to be unique to only those school districts exhibiting growth in enrollments. School districts with stable and declining enrollments also appear to be experiencing increased costs.

To facilitate one's understanding of costs, the concepts of total cost and per pupil unit cost need to be defined. Total costs refer to all expenditures. Per pupil unit cost refers to total expenditures divided by the total number of pupil units in average daily membership (ADM).

Assuming a stable economy, the total costs in a growing school district will increase, while per pupil unit costs tend to increase less rapidly. The total costs in a declining school district may decrease while the per pupil unit costs probably will increase more rapidly than stable or fast growth districts.

The increase in costs by type of school district can be attributed to other factors interacting with the fluctuating school enrollments. These factors have been defined in Section III A1-5 as demographic, legal, political, and cultural.

Fluctuating school enrollments are a reality in almost every school district in Minnesota. A school district's total enrollment may be declining, remaining stable, or showing growth. However, a breakdown of the total enrollment into grades or levels reveals the fluctuation. For example, secondary enrollments may be increasing while elementary enrollments are declining. Differences in the decline by grade or level may be attributed to out-migration or reduced birth rates. Since out-migration may tend to reduce enrollment across grades, the decline may not be consistent by grades or level. Decline due to the reduced birth rate may be more consistent by grade.

Another element of demographic factors affecting the cost of educational programs is the socioeconomic distribution of the population. This is most readily found in the urban school districts. With the increased out-migration and the decrease in birth rates, there may be a shift in the socioeconomic structure of the community. If this results in a disproportionate increase in the number of students from the lower socioeconomic structure, the demands and needs for increased compensatory and special programs may increase. This could place additional financial burdens on the district which must be absorbed in the current budget. The effects of this burden on general education costs may reduce the comprehensiveness of education in that district.

Economic factors, such as inflation, seem to have significant effects on the financial aspect of education. This will be reflected in the budget by increases in the total cost per pupil unit costs. In a declining enrollment district the per pupil unit costs will increase more rapidly than in a district exhibiting stable or growing enrollments. For declining districts these per pupil unit costs will continue to increase until an optimal decline requires the closing of facilities and, perhaps, the reduction of staff. Inflationary costs will also be reflected in salaries, fringe benefits, instructional supplies and equipment, and the general maintenance and operation of the plant.

Legal factors, represented by legislative action at the state and federal levels, court decisions, and rules and regulations set by the State Department of Education may contribute to the increase of total cost and/or per pupil unit costs. For example, Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, provide a legal basis for the institution of a seniority clause in all school districts except Cities of the First Class. School districts have the option of negotiating their own policy or abiding by the provision in Subd. 6b. While this statute may have both positive and negative attributes for labor in the Educational System, it may also demonstrate a negative effect by increasing educational costs. This increase in cost (total and/or per pupil unit cost) may occur where there is an increasingly unequal distribution of professional staff on the higher steps of the salary schedule. As enrollments decline, resulting staff reductions may cause an increase in the number of teachers with higher educational training and experience which will be reflected in the growing number of teachers on the higher levels of the salary schedule. This increase will also affect the total and per pupil unit costs.

Court decisions, and the State Board of Education's rules and regulations on legal issues (i.e., desegration/integration, the effects of inflation and declining enrollments) place a financial burden on school districts, especially urban districts. The costs related to instituting new programs to achieve desegration/integration plus the effects of inflation become an educational overburden. Declining enrollments attributed to out-migration and the decreasing birth rate may result in an increasing proportion of lower socioeconomic students. This causes an increase in educational costs if there is additional need for compensatory and special educational services.

Rules and regulations set by the State Board of Education and the State Department of Education, to implement legislation (i.e., equalizing athletic programs, human relations, special education programs and due process) are promulgated to benefit the educational process. However, they could also have an adverse cost effect. These rules may require redistribution of funds or additional funds. School districts operating within budgetary limitations are often forced to choose between the expansion of existing programs and the institution of new programs.

Finally, one should consider the time involved in complying with these legal factors in light of greater demands for accountability. Compliance takes time which consumes dollars otherwise spent in the internal management of the educational program. The extent to which compliance is done in the form of written documents, financial reports, and written justification for requested funding may require additional administrative staff or extended time allotted instructional personnel.

The interaction of political and cultural factors shape the demands, concerns, and supports placed on the Educational System. An anticipated older age group structure and its particular interests may limit the possibility of passing educational referenda in the future. An older citizenry might influence an increase in the demand for educational cost efficiency or a reduction in the financial and educational support for the Educational System. The implications of future cultural interests will be increasingly expressed in the political process. This may require new and different governance skills in the Educational System.

The problems discussed in the following specific problem statements are interdependent but discussed separately to distinguish their uniqueness. These problems are not presented in order of priority for the Council's study or in order of relative costs. For example, based on 1974-75 financial data expenditures, the average expenditures per pupil unit for administration was $35, the average expenditures per pupil unit for instructional salaries was $585, the average expenditures per pupil unit for capital outlay was $112, and the average expenditures per pupil unit for transportation was $55. (*See* Special report: School district profiles show sharp contrasts, UPDATE, 1975, 9(3), 1.)

## 2. SPECIFIC PROBLEM STATEMENTS--PERSONNEL

a. *Administration (Certificated Administrative Staff)*. Administration costs may be affected by fluctuating enrollments as well as economic and legal factors. These costs appear to have a positive relationship to growing enrollments. For example, total administrative costs may increase, yet the per pupil unit cost may increase less rapidly or decrease. If a school district increases its administrative staff, total cost will increase, while the per pupil unit cost may increase slightly, remain stable, or decrease. This relationship will depend on the amount of enrollment growth and the number of new administrative personnel employed.

Total cost and per pupil unit cost in administration appear to have an inverse relationship with declining enrollments (e.g., enrollment needs to decline significantly in order to realize reduction in administration). Until this significant enrollment decline is realized, total administration costs may increase due to inflationary factors and salary increases, while the per pupil unit cost may accelerate due to decline in enrollments. The level of the decline, whether elementary or secondary, may also be a contributing factor in the reduction of additional administrative personnel. The size of the district and administrative unit interacting with the enrollment trends may influence the reduction or addition of administrative staff. This influence may have positive or negative effects depending on the school district involved. For example, a school district with an enrollment of 650 students may employ only one secondary principal and one elementary principal. An enrollment growth or decline of 100 students across all grades may not accommodate the addition or reduction of administrative staff.

### b. *Certificated Instructional Staff*.

(1) *Elementary staff*. The addition or reduction of elementary instructional staff may be proportionate to the enrollment growth or decline if the growth or decline occurs progressively by grade. Geographic factors and the size of school districts may impede proportionate additions or reductions of staff which will affect the total cost and per pupil unit cost. In a growing district the total cost for elementary instructional staff may increase, while the per pupil unit cost may increase or decrease. In a declining district the total cost may increase less rapidly than the growing district or decrease. The per pupil unit cost for declining districts will accelerate faster than in stable or growing enrollment districts.

The reduction or addition of elementary instructional staff may not be proportionate to enrollment growth or decline which occurs across grades rather than by grades. Out-migration or in-migration may influence this type of decline or growth. This disproportionate reduction or addition of staff may be particularly true for school districts which utilize the traditional classroom unit for instruction rather than ungraded instructional units. In a growing district the total cost may remain stable or increase while the per pupil unit cost may decrease or increase. This will be dependent on the number of students involved in the growth and the number of additional staff hired. In a declining district the total cost may remain stable or decrease, while the per pupil unit cost may increase.

In addition to the effects of enrollment trends on the total cost and per pupil unit cost, economic factors (e.g., salary increases) and legal factors (e.g., seniority staff reduction plans) may affect the total cost and per pupil unit costs. These factors may cause an increase in the total cost for elementary instructional staff in growing districts, while the per pupil unit cost may decrease or increase. In declining districts the total cost may increase less rapidly than growing districts, while the per pupil cost may increase significantly.

These phenomena could create difficult decisions when adjustments must be made in the expenditure patterns of a school district operating with budgetary limitations. These decisions become increasingly difficult as enrollments tend to decline.

(2) *Secondary staff.* The addition or reduction of secondary instructional staff may not always be proportionate to the enrollment growth or decline. At this level, enrollment by course offerings becomes the determining factor in reducing or adding staff. For example, if the growth or decline occurs across course offerings, it may not be possible to increase or reduce staff proportionately without increasing or decreasing the number of courses offered. As a result, the total cost for a growing district may remain stable or increase, while the per pupil unit cost increase or decrease. This will be dependent on the number of staff added and the increase in enrollment. For a declining district the total cost may remain stable or decrease, while the per pupil unit cost increases or remains stable. Again, this will be dependent of the number of staff involved in the reduction process and the decrease in enrollment.

Further implications for total cost and per pupil unit cost may result from the effects of economic factors (e.g., salaries) and legal factors (e.g., seniority staff reduction plans and certification requirements). Incremental salary increases plus an increase in the training and experience of the secondary staff will interact with the cost effects of enrollment trends. These factors may cause an increase in both the total cost and per pupil unit cost regardless of the enrollment trend. Certification requirements (i.e., vocational education) may restrict the reduction of staff and the use of alternative staffing patterns. This may cause an increase in total cost for a growing district where a staff member must be added based on certification requirements. Per pupil unit cost may increase or decrease. For a declining district the total cost may increase while the per pupil unit cost accelerates with the decline.

All of these phenomena complicate the decision-making process, especially when a district has to readjust expenditure patterns under budgetary limitations.

(3) *Other instructional staff.* Educational program factors, student characteristics and mandated programs influence the extensiveness of the supportive staff in this category. One cannot assume a direct relationship between fluctuating enrollments and other instructional staff without considering interaction with the educational program and the pupil characteristics stated above. For example, a school district may employ a counselor who serves 400 students. A growth or decline of 50 students may not dictate the addition to or reduction of counseling staff. In a growing district this may not affect the total cost, but the per pupil unit cost will decrease. In a declining district the total cost may remain stable, while the per pupil unit cost will increase. This same phenomenon may be true for librarians, educational consultants, and special services staff.

Increasing salaries due to wage and benefit settlements plus increased training and experience of staff will affect the total cost and per pupil unit cost. This effect may be reflected in increased total cost regardless of the enrollment trends. The effects on the per pupil unit cost may increase or decrease depending upon the enrollment trend and subsequent addition or reduction of staff.

Increasing total cost and/or per pupil unit cost plus an increasing public demand to "return to the basics" may influence the decisions in growing school districts to not add more support staff or influence declining districts to make hasty decisions in reducing support staff. These decisions may appear to have positive cost effects but may result in adverse effects on the quality of education.

c. *Noncertificated Staff.* Here too, as with the other personnel categories, the addition or reduction of noncertificated staff may not be proportionate to the enrollment growth or decline thus affecting the total cost and per pupil cost for this area. Economic factors such as wage, fringe benefits and conditions of employment contracts also interact with enrollment trends to effect the total cost and per pupil unit cost in this area. While districts may slightly increase or decrease personnel in this area, significant changes may not occur unless new facilities are added or unutilized or underutilized facilities are closed.

### 3. SPECIFIC PROBLEM STATEMENT--FACILITIES

For the most part, changes in the fixed costs for the maintenance/operation of the plant may be more related to economic factors such as inflation than to enrollment trends. However, a growth or decline in enrollment which would require either the building of new facilities or the closing of unutilized or underutilized facilities could increase or decrease total cost respectively. Declining enrollments may have a short-term positive effect if alternative educational delivery systems are provided which utilize the excess space; however, the per pupil unit cost will increase. Growing enrollments may place a short- or long-term educational burden on school districts due to lack of space and/or overcrowding; however, the per pupil unit cost may decrease.

Management decisions on the closing of facilities may have a positive effect on costs for the maintenance/ operation of facilities but may have a negative effect on the educational program. For growth districts the passage of a building referendum may have negative effects in the budget by increasing other related costs such as instructional supplies and equipment, maintenance supplies and equipment, and additional professional and noncertificated staff, but may have a positive effect on the educational program by providing needed space.

### 4. SPECIFIC PROBLEM STATEMENTS--TRANSPORTATION

a. *Student Transportation*. Transportation costs tend to interact with demographic, economic, and legal factors as well as fluctuating enrollments. Where the population density is increasing and enrollments are increasing, the total cost of transportation may increase or remain stable while the per pupil unit cost may decrease. However, when the population density is decreasing and enrollments are decreasing, the total cost may remain stable while per pupil unit cost may increase. Changes in transportation, fixed charges, travel time, and mileage may have varying effects on the total cost and per pupil cost of transportation. This will depend on the size of the district, population density, and enrollment trend.

b. *Personnel Travel.* Total cost for the reimbursement of personnel travel expenses may increase as the amount of reimbursement per mile increases or as the mileage traveled per staff member increases. A district with declining enrollments may reduce the number of itinerant staff, but the result may increase travel for remaining itinerant personnel. This may be true for those districts desiring to maintain or to continue the educational programs associated with these itinerant personnel. Total cost for personnel travel may increase or decrease depending upon how districts utilize itinerant staff. Declining or growing enrollments may, respectively, increase or decrease the per pupil unit cost.

If districts share itinerant staff, there may be a decrease in the per pupil unit cost; but, there may be an increase in total cost due to the amount of travel involved. Hidden costs, such as time spent traveling between districts, may not be directly reflected in the budget and, therefore, difficult to measure.

## 5. SPECIFIC PROBLEM STATEMENTS--EDUCATIONAL PROGRAM

a. *Curricular Programs.* Total cost and per pupil unit cost in the curricular program will vary with enrollment trends as well as with cultural, economic, and legal factors. In a growing district the per pupil unit cost may decrease as students are absorbed in existing programs, grade levels and/or courses. When instructional staff are added to expand programs, grade levels and/or courses, the per pupil unit cost may increase.

In a declining district per pupil unit cost has an inverse relationship with enrollment until the decline requires a reduction in program and staff. This relationship is dissimilar in the elementary and secondary levels. For example, reduction in the elementary program can be more readily achieved as the enrollments decline by grade rather than across grades. At the secondary level, reduction in the curricular program is more difficult as program offerings and staff allocations are, for the most part, provided across grades rather than by grades. Management decisions on reduction of educational programs may be more difficult with the lack of clarity and/or consistency at the state and local levels as to what should be included in a minimal educational program.

b. *Student Activity Programs.* Per pupil unit costs in student activity programs are affected by enrollment, economic, and legal factors. Equalization of athletic programs, salaries, and staff along with increased costs of supplies and equipment strongly affect this area regardless of fluctuating enrollments. Direct effects of fluctuating enrollments on the total cost and per pupil unit cost will vary by district and the extent of student activity programs. One might expect that a significant growth or decline in enrollment must be realized before an increase or decrease in total cost occur. Per pupil unit cost will tend to decrease in a growing district until programs are added or expanded, while per pupil unit cost will increase in declining districts until programs are reduced or eliminated.

c. *Instructional Supplies and Equipment.* The general operation of the educational program requires the purchasing of instructional supplies and equipment. Total cost and per pupil unit cost may increase regardless of enrollment trends if the prices are inflated by the economy or if there is an increase in cost due to decreased bulk rate purchasing. The degree to which economic and purchasing factors interact to affect the total cost and per pupil unit cost in this area will depend on school district size and enrollment trends.

### 6. SPECIFIC PROBLEM STATEMENTS--ORGANIZATION/GOVERNANCE

With the advent of both diseconomies and economies of scale at the district and building level, the governance of education may become an increasingly complex function. This may be equally true for growing and declining enrollment districts. Economic and legal factors will have greater effects on the total cost and per pupil unit cost as changes in enrollment cause changes in personnel, facilities, transportation, educational programs and student activity programs. Cultural factors (i.e., community pressures to maintain neighborhood schools or to maintain community identity by refusing to consolidate) may have a negative effect on total cost and/or pupil unit cost. The diverse demographic and geographic characteristics of school districts may also have varying effects on educational costs. A large or a small district may have the same percentage of enrollment decline or growth, but due to their diverse and unique organizations the impact on educational costs will vary considerably. When diverse cultural, demographic and political factors exist with a fluctuating enrollment which varies by the type of district, size of organizational unit, type of enrollment trend and diverse pupil characteristics, the decisions made in the governance of education become more acute to the cost, quality and comprehensiveness of the educational process. All of these factors must be carefully analyzed before decisions are made to provide the most cost-effective delivery systems in a cost-effective organizational structure.

## B. Effects on Quality

### 1. GENERAL PROBLEM STATEMENT

Defining the quality of education tends to be a value judgment. The definition will vary, not only by cost effectiveness issues, but also by community attitudes, values and beliefs, student attitudes, and social and economic backgrounds of the persons involved in the definition of quality education. The arguments focusing on quality will evolve around student outcome, educational accountability, number of curricular offerings, student activity programs, availability of compensatory education and special services, community identity, local control, and the benefits of a small school district versus the benefits of a larger school district. These arguments all have merit in defining quality of education. However, the problem of providing one definition that encourages flexibility in the educational process for all 435 school districts and the diverse educational needs of the students involved may not be possible.

Consensus on what represents educational quality may be necessary before one can directly relate it to providing a cost-effective Educational System. What will produce the greatest results in the quality and cost of education—increased educational expenditures, reallocation of resources within budget limitations, a well-defined system of accountability, or a combination of all three?

As with the area of cost, educational decisions relating to the quality of education are strongly influenced by the following external factors: demographic, economic, legal, political, and cultural (*see* Section III A1-5). These factors interact with fluctuating enrollments to affect quality, both adversely and positively, depending on the educational and financial status of individual school districts.

## 2. SPECIFIC PROBLEM STATEMENTS—PERSONNEL

*a. Administration.* Fluctuating enrollments may have less effect on the quality of educational administration than do the other external factors. Enrollment must increase or decrease significantly before a subsequent reduction or increase in administrative personnel is realized. School districts reducing administrative staff on a seniority basis may not be assured of maintaining quality of administration. If administrative cuts occur to achieve cost efficiency, quality in administration may be sacrificed. Maintaining quality and cost efficiency in the administrative staff may not be possible, and yet this area may become the most important element in education when crucial decisions about education are made in the future.

One may believe that a declining environment, along with the increasing complexity of the Educational System, requires the maintenance or increase in the quality of administrative personnel to respond effectively to the demands of the external environment. This may also be true for growing districts where crucial decisions are made to meet the existing needs of growth and yet provide for adaptation to a future stabilization or decline in enrollments. Thus, quality in administration may become increasingly necessary regardless of enrollment trends.

b. *Certificated Instructional Staff*. As educational costs increase, as demands for quality programs for all students increase, as enrollments fluctuate by type of school districts, and, as economic and legal factors dictate, the quality of the certificated professional staff comes into question. Do the edicts of seniority and bargaining rights increase quality of staff, quality of education, protection of jobs, or all of these? What measure provides for the assurance of all these?

Our economic environment has contributed to a staff which is becoming placebound. This would be directly related to incremental increases in salaries and benefits given current salary schedule systems. Seniority rights, especially in a declining environment, are directly related to increased training and experience levels of staff. This will be reflected in increased total cost and/or per pupil unit cost for certificated instructional staff. Do these also cause an increase in the quality of education, or is there an adverse effect on quality? This brings us back to the question, "What is quality?"

The answers to the above question of quality staff may vary. Some will profess to the benefits of young, enthusiastic staff, while others will say a highly trained, experienced staff is valuable. Others may see the greatest benefits to students where there is a balance in the age/training/experience of staff. The productivity of the instructional staff may be the more valid concern as the external demands on the Educational System require continuous adaptations.

School districts experiencing growth and/or decline may need more flexibility in staffing for the future. Certification requirements for coaching athletic programs and for such speciality areas as vocational education may restrict staffing alternatives. There may also be a reluctance on the part of older staff members to participate in student activity programs. This could place an educational burden on the decisions made to maintain a quality educational program. Flexibility in staffing may prevent growing districts from experiencing the same personnel and educational problems currently existing in declining districts.

## 3. SPECIFIC PROBLEM STATEMENTS--FACILITIES

The issue of quality in facilities will vary by the type of facility involved, enrollment trends, local demographic factors, and type of educational program. Declining enrollment may have short-term positive effects on quality when obsolete buildings can be closed or excess space utilized to provide flexibility in the educational process. However, these advantages are not always feasible as school districts need to reallocate funds within budgetary limitations. Growth in enrollments may have negative effects on the educational process if adequate facilities are not provided. With the increasing concern about rising education costs and the projected distribution of age groups, the passing of bond referenda to provide the necessary

**facilities may become less feasible. Leasing neighboring school facilities may not be feasible if such facilities are not available and if the interaction of the political and cultural factors in the neighboring school districts oppose such an alternative.**

## 4. SPECIFIC PROBLEM STATEMENTS--TRANSPORTATION

**In this area one has to refer to the "quality of student life." When the travel time in transportation increases for students, what effect does this have on the student? The cultural factor of communities may strongly oppose an increase in student travel. Solutions should reflect a balance in costs and quality to benefit the student. The intensity of the student transportation issue will vary by geographic characteristics, demographic characteristics, and the cultural values of the communities involved.**

**The sharing of staff between or within school districts may increase educational offering, but the time spent traveling may reduce the quantity and quality of these services.**

## 5. SPECIFIC PROBLEM STATEMENTS--EDUCATIONAL PROGRAMS

a. *Program Management*. In an environment of fluctuating enrollments and changing economic, legal and political factors, who should determine and manage the educational program--the state, the local education agencies, the community, or the staff? Who should be accountable to whom and to what degree? What adverse and positive effects will this accountability have on the quality of education? As more individuals or agencies become involved in the educational process, a fragmentation in the decision-making process may occur which may not always take into account the future impact of fluctuating enrollments. This fragmentation may create more rigidity in the Educational System rather than flexibility.

### b. *Curricular Programs*.

(1) *Elementary programs*. At the elementary level of programming, educational offerings appear to be fairly consistent among school districts. Decisions at this level often seem to be less complex and are felt by some to have little impact on the overall quality of education. This Council does not believe this is true. Decisions at this level will have significant impact on the future decisions made at the secondary level. For example, some school districts offer such educational programs as music, art, counseling, library services, nursing services, and special education services above the basic kindergarten through sixth grade (K-6) elementary program structure. While these services tend to be high-cost programs, they also may provide the level of services needed

to meet individual student needs and to enhance the quality of the total elementary program. The external demands for cost-effective and quality programs may cause a reluctance in growing school districts to expand or add these services while declining districts may be hasty in reducing these services.

(2) *Secondary programs.* Decisions regarding the quality of secondary programs generally appear to be more complex than at the elementary level. This may be due to the greater diversity in general edudation programs and special programs such as counseling, music, band, foreign languages, nursing, special education and compensatory education. Some of these services tend to be high-cost programs and yet enhance the quality of the total secondary program. With the increasing external demands for cost-effective and educationally sound programs, growing school districts may be hesitant to expand or add these programs, while declining districts may be hasty in reducing or eliminating these programs.

### c. *Pupil/Teacher Ratios.*

(1) *Elementary.* In an environment of fluctuating enrollments, budgetary limitations, and other related external factors, there appears to be a tendency to increase the pupil/teacher ratio. This may be more evident in a declining enrollment district to meet costs within budgetary limitations. Research has not provided educators or laypersons with the "ideal class size." Thus how the pupil/teacher ratio affects quality remains an issue of values.

(2) *Secondary.* Because of the diversity of programs and program requirements, the secondary pupil/teacher ratio is difficult to measure or describe. What might constitute a good class size ratio for one district or subject area may have an adverse effect for another district or subject area. This may be true for ratios which would not account for or provide for those educational programs which are offered to meet the unique needs of individual students. Some of these programs, such as special education and foreign languages tend to serve a small number of students and yet provide a great service toward the educational development of each child.

### d. *Student Activity Programs.*

(1) *Elementary programs.* The type of student activity programs offered at the elementary level varies by size and type of district. Some districts may offer programs in conjunction with other agencies, offer

minimal programs or offer none. How important this element is to the cost and quality issue is difficult to determine.

(2) *Secondary programs.* The diversity of student activity programs offered at the junior and senior high school levels will also vary by type and size of school districts. Enrollment changes may influence the quality of these programs. Growing school districts may experience negative effects due to overcrowding, while declining districts may have positive effects due to the utilization of excess facilities. Legal factors such as coaching requirements, supplementary contracts, and seniority rights may effect the quality and quantity of eligible and interested personnel to provide quality staff in these programs. Cultural interests are often expressed when the value of interscholastic sports, intramural sports, and nonathletic student activities are compared to the value of the curricular program. This debate may have varying effects in this area. It would seem reasonable to believe that a balance in the curricular and student activity programs would be desirable.

e. *Student Performance/Achievement.* The major issue relating quality to student performance/achievement is concerned with the identification and measurement of the key variables constituting student performance/achievement. The lack of consensus among educators and laypersons to define quality in student performance/achievement may be attributed to differing values, geographic and socioeconomic differences and the absence of any meaningful state standards.

The current information base does not allow a comprehensive study on the effects of school district size, expenditure level and enrollment fluctuations on student achievement. However, preliminary data from the Minnesota Educational Assessment Program does suggest the possibility of significant relationships between student outcomes and such variables as school district size, socioeconomic composition of the community, instructional expenditures and geographic location. It is difficult to say without indepth studies how fluctuating enrollments effect student performance/ achievement.

## 6. SPECIFIC PROBLEM STATEMENT--ORGANIZATION/GOVERNANCE

No matter how one defines quality, disparities may always exist as the definition is applied against all school districts. Diversity in school districts as represented in organization and governance patterns may inhibit the achievement of equality and quality of education. Continuous changes in enrollment patterns, demographic characteristics of the population and the cultural patterns may have significant influence on the future quality of the organization/governance structures in local districts. This influence may be negative or positive depending on the school district and community involved.

As the state and federal governments become more involved in the governance of education, there may be less local autonomy in education and perhaps a fragmentation in the educational decision-making process. The future roles and relationships of the federal, state, intermediate units and local education agencies in the governance of education may need to be continually clarified as to maintain quality in the educational process.

The governance of education at the state and federal level via legislation and rules and regulations tend to be directed toward specific programs (e.g., mandated special education programs), whereas the local education agencies need to be concerned with the broader educational program. The implications of proposed changes indu these roles and relationships on educational quality should be carefully considered before organization/governance changes are instituted. The value of the diversity found in the decentralization of 435 school districts in Minnesota may offer more quality in education than a more centralized system of governance. This issue will require intense consideration of all the possible alternatives in the organization/governance of the Minnesota Educational System.

## C. Effects on Revenue

### 1. SPECIFIC PROBLEM STATEMENT--FOUNDATION AID FORMULA

Because of economic and legal factors, the assessed valuation of property in a school district may increase. The Equalization Aid Review Committee (EARC) valuation per pupil may increase rapidly in declining enrollment districts and in some cases may increase in districts showing growth. This phenomenon may produce unintended results. Across the state, districts experiencing declines in enrollment will receive proportionately less state aid and will earn a higher share of their maintenance revenue from local taxes. Thus, because of declining enrollments, the state average percentage contribution to school maintenance cost could decrease. This outcome may not be consistent with the basic commitment to state fiscal responsibility for schools in the 1971 Omnibus Tax Law.

In relation to the quality question, the consequencial effects of the foundation aid formula may not be adequately monitored. With the changing educational needs of school districts based on their changing enrollments, student needs and educational program, the formula may not be providing sufficient sensitivity in funding to account for these factors.

## 2. SPECIFIC PROBLEM STATEMENT--LEVY LIMITATIONS

Levy limitations may interfere with local school board responsibility and discretion in providing a sound educational program in light of the effects of inflation on educational costs and the potential effects of changing age structure on educational support. The future cost, quality, and comprehensiveness of education may become increasingly dependent on the external support of education. Where local public support is more difficult to achieve, a negative effect on education for some school districts may be devastating. While the current levy limitation provision is important for the maintenance of equality in educational programs, some flexibility in local/state funding may be needed to meet changing educational and demographic conditions.

8.

## DESCRIPTIVE INFORMATION ABOUT MINNESOTA SCHOOL DISTRICTS AND FLUCTUATING SCHOOL ENROLLMENTS

The descriptive information in this document has been developed for a two-fold purpose: (1) to gain a better perspective of the current status of enrollment trends in Minnesota school districts, and (2) to present pertinent personnel data as it relates to school district size and enrollment trends.

In all cases, the data base is from the school year 1974-75. Corresponding data for 1975-76 was not available. It is doubtful whether any significant changes would have occurred between the two years; therefore it is reasonable to utilize this data in developing recommendations.

### DEFINITIONS

Please review the definitions for clarification of terms. (*see* Appendix 1: *Definitions*.)

### DESCRIPTIVE STATISTICS

*Independent variables*. The following statistics on the independent variables shows the distribution of school districts by size, adjusted maintenance cost per pupil unit, 1974-75 EARC valuation per pupil unit and enrollment trend.

| Independent Variables | Parameters | Absolute Frequency | Relative Frequency (Percent) |
|---|---|---|---|
| School District Size | | | |
| 1 | 0-299 | 49 | 11.2 |
| 2 | 300-799 | 166 | 38.1 |
| 3 | 800-1799 | 123 | 28.2 |
| 4 | 1800+ | 95 | 21.8 |
| 5 | Cities of 1st Class | 3 | .7 |

104

| Independent Variables | Parameters | Absolute Frequency | Relative Frequency (Percent) |
|---|---|---|---|
| Adjusted Maintenance Cost per Pupil Unit | | | |
| 1 | $0-749 | 0 | 0.0 |
| 2 | $750-949 | 83 | 19.0 |
| 3 | $950+ | 353 | 81.0 |
| 1974-75 EARC Valuation per Pupil Unit | | | |
| 1 | $0-7999 | 38 | 8.7 |
| 2 | $8000-15999 | 194 | 44.5 |
| 3 | $16000+ | 204 | 46.8 |
| Enrollment Trend | | | |
| 1-Fast Growth | ≥10% | 59 | 13.5 |
| 2-Slow Growth | ≥6-9% | 33 | 7.6 |
| 3-Stable | +5% - -5% | 165 | 37.8 |
| 4-Moderate Decline | ≥-6% - +9% | 76 | 17.4 |
| 5-Sharp Decline | ≥-10% | 103 | 23.6 |

*Descriptor Variables*. The following descriptor variables give an indication of size by elementary, secondary, and total enrollments plus F.T.E. professional personnel by elementary, secondary, administration and total professional staff. This data was used in the calculation of pupil/teacher-staff ratios and NSA (Numerical Staffing Adequacy = # of F.T.E. professional staff per 1000 students).

| Descriptor Variables | Mean* | Standard Deviation | Medium | Maximum |
|---|---|---|---|---|
| Enrollment | | | | |
| Elementary | 843.950 | 1899.606 | 49.000 | 22467.000 |
| Secondary | 1024.541 | 2200.068 | 77.000 | 26775.000 |
| Total | 2011.502 | 4419.395 | 147.000 | 53434.000 |
| F.T.E. Staff | | | | |
| Elementary | 34.953 | 74.755 | 3.000 | 904.110 |
| Secondary | 49.285 | 96.663 | 6.120 | 1205.360 |
| Administration | 8.063 | 21.513 | 0 | 341.310 |
| Total Professional staff | 114.633 | 251.384 | 13.540 | 3343.090 |

*Dependent Variables*. These dependent variables are classified as such because they are dependent upon related enrollment and F.T.E. certificated staff data. The ratios for all districts were analyzed in relation to the independent variables.

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*This mean is not the same as the state mean but rather the mean of all calculated pupil/teacher staff ratios.

| Dependent Variables | Mean* | Standard Deviation | Minimum | Maximum |
|---|---|---|---|---|
| Pupil/Teacher or Staff Ratio | | | | |
| Elementary | 22.052 | 4.198 | 10.720 | 45.700 |
| Secondary | 18.889 | 3.053 | 8.170 | 29.580 |
| Administration | 231.746 | 78.065 | 0.0 | 522.070 |
| Total Professional Staff | 16.203 | 2.204 | 8.440 | 21.450 |
| Average Weekly F.T.E. Salary | | | | |
| Elementary | $273.118 | 32.609 | $190.970 | $392.100 |
| Secondary | $284.798 | 41.868 | $201.930 | $486.490 |
| Administration | $391.810 | 61.590 | 0 | $587.960 |
| Total Professional Staff | $288.604 | 35.518 | $210.810 | $430.970 |

*Distribution of School Districts*. Tables 1-3 depict the distribution of school districts by enrollment trend and school district size, adjusted maintenance cost per pupil unit and EARC Valuation per pupil unit respectively.

Insert Tables 1, 2, and 3 About Here

These tables reflect the following information:

Moderate Decline/Sharp Decline in Enrollment

- 179 school districts or 41% of 436 districts have an enrollment decline greater than or equal to 6%.
- Of these 179 declining districts, 63% (113) have less than 800 students enrolled.
- 92% or 166 of these 179 districts have an adjusted maintenance cost per pupil greater than $949.
- 66% or 119 of these 179 districts have an EARC valuation per pupil unit greater than $15,999.

Stable Enrollment Trends

- 38% or 165 school districts have an enrollment trend of 5% growth to 5% decline.
- Of these 165 districts 48% (80) have less than 800 students enrolled.
- 82% or 136 of these 165 school districts have an adjusted maintenance cost per pupil unit greater than $949.
- 37% or 61 of the 165 stable districts have EARC valuations per pupil unit greater than $15,999.

Fast Growth/Slow Growth Trends

- 21% or 92 school districts have an enrollment growth greater than or equal to 6%.

## TABLE 1

### Distribution of School Districts in Minnesota by Enrollment Trend and School District Size

| | ENROLLMENT TREND | | | | | |
|---|---|---|---|---|---|---|
| DISTRICT SIZE | 1 | 2 | 3 | 4 | 5 | TOTAL |
| 1. 0-299 | 2 | 3 | 15 | 6 | 23 | 49 |
| 2. 300-799 | 11 | 6 | 65 | 34 | 50 | 166 |
| 3. 800-1799 | 19 | 14 | 49 | 24 | 17 | 123 |
| 4. 1800+ | 27 | 10 | 36 | 10 | 12 | 95 |
| 5. Cities of 1st Class | - | - | - | 2 | 1 | 3 |
| TOTAL | 59 | 33 | 165 | 76 | 103 | 436 |

## TABLE 2

### Distribution of School Districts in Minnesota by Enrollment Trends and Adjusted Maintenance Cost/P.U.

| | ENROLLMENT TREND | | | | | |
|---|---|---|---|---|---|---|
| ADJUSTED MAINTENANCE COST/P.U. | 1 | 2 | 3 | 4 | 5 | TOTAL |
| 1. $0-749 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2. $750-949 | 27 | 14 | 29 | 10 | 3 | 83 |
| 3. $950+ | 32 | 19 | 136 | 66 | 100 | 352 |
| TOTAL | 59 | 33 | 165 | 76 | 103 | 436 |

## TABLE 3

### Distribution of School Districts in Minnesota by Enrollment Trend and EARC Valuation/P.U.

| | ENROLLMENT TREND | | | | | |
|---|---|---|---|---|---|---|
| EARC Valuation/P.U. | 1 | 2 | 3 | 4 | 5 | TOTAL |
| 1. $0-7999 | 4 | 4 | 18 | 5 | 7 | 38 |
| 2. $8000-15999 | 37 | 23 | 86 | 25 | 23 | 194 |
| 3. 16000+ | 18 | 6 | 61 | 46 | 73 | 204 |
| TOTAL | 59 | 33 | 165 | 76 | 103 | 436 |

- Of these 92 districts 24% (22) have less than 800 students enrolled.
- 55% or 51 of these 92 districts have an adjusted maintenance cost per pupil unit greater than $949.
- 26% or 24 of these 92 districts have an EARC valuation per pupil unit greater than $15999.

A Summation of this data would indicate that:

- Where there is enrollment growth, the districts tend to be larger, high cost per pupil unit and average wealth per pupil unit.
- Where there is an enrollment decline, the districts tend to have high costs per pupil unit and high wealth per pupil unit.

## F.T.E. CERTIFICATED PERSONNEL

*Age Distribution of F.T.E. Certificated Staff.* Tables 4-6 depict the age distribution of total F.T.E. professional staff by enrollment trend, school district size and state total, respectively.

Insert Tables 4, 5, and 6 About Here

The following information is reflected in these tables:

Enrollment Trends

- The fast growth and moderate growth districts have a greater percentage of teachers under the age of 35 than the moderate and sharp declining districts.
- In all categories, the staff tends to be older as school district enrollment declines.

School District Size

- Larger districts (1800 enrollment plus) tend to have less than 1/2 of the total professional staff under the age of 35.
- Cities of the First Class have an older (>35 years) staff than the other school districts.

Statewide

- 53% of the total F.T.E. professional staff in Minnesota are older than 35 years of age.

*Years of Experience Distribution of F.T.E. Certificated Staff.* Tables 7-9 depict the distribution of total F.T.E. professional staffs' years of experience by enrollment trend, school district size and state total, respectively.

Insert Tables 7, 8, and 9 About Here

## TABLE 4

### Distribution of Total F.T.E. Professional Staff by Age and Enrollment Trend

| ENROLLMENT TREND | TOTAL F.T.E. | AGE ≤34 | % | 35-44 | % | 45-54 | % | 55-65+ | % |
|---|---|---|---|---|---|---|---|---|---|
| 1 - Fast Growth | 8820.4 | 5258.9 | 60% | 1836.6 | 21% | 985.9 | 11% | 738.9 | 8% |
| 2 - Slow Growth | 4770.6 | 2553.4 | 54% | 1114.3 | 23% | 631.2 | 13% | 471.6 | 10% |
| 3 - Stable | 14830.0 | 7069.2 | 48% | 3442.8 | 23% | 2353.0 | 16% | 1965.1 | 13% |
| 4 - Moderate Decline | 10467.4 | 4441.3 | 42% | 2467.5 | 24% | 1960.3 | 19% | 1598.3 | 15% |
| 5 - Sharp Decline | 11091.4 | 4494.9 | 41% | 2913.1 | 26% | 2163.6 | 20% | 1519.8 | 14% |

## TABLE 5

### Distribution of Total F.T.E. Professional Staff by Age and School District Size

| SCHOOL DISTRICT SIZE | TOTAL F.T.E. | AGE ≤34 | % | 35-44 | % | 45-54 | % | 55-65+ | % |
|---|---|---|---|---|---|---|---|---|---|
| 1 - 0-299 | 933.4 | 483.1 | 52% | 167.2 | 18% | 143.9 | 15% | 139.2 | 15% |
| 2 - 300-799 | 5576.6 | 2915.6 | 52% | 969.5 | 17% | 826.0 | 15% | 864.6 | 16% |
| 3 - 800-1799 | 8734.5 | 4426.4 | 51% | 1820.1 | 21% | 1249.2 | 14% | 1238.8 | 14% |
| 4 - 1800+ | 27902.1 | 13409.8 | 48% | 7217.1 | 26% | 4383.8 | 16% | 2891.4 | 10% |
| 5 - Cities of 1st Class | 6833.2 | 2582.1 | 38% | 1600.2 | 24% | 1491.1 | 22% | 1159.7 | 17% |

## TABLE 6

### Distribution of Total F.T.E. Professional Staff in Minnesota School Districts by Age

|  | TOTAL F.T.E. | AGE ≤34 | % | 35-44 | % | 45-54 | % | 55-65+ | % |
|---|---|---|---|---|---|---|---|---|---|
| STATE OF MINNESOTA | 49979.8 | 23817.9 | 47% | 11774.2 | 24% | 8094.0 | 16% | 6293.7 | 13% |

## TABLE 7

### Distribution of Total F.T.E. Professional Staff by Years of Experience and Enrollment Trend

| ENROLLMENT TREND | TOTAL F.T.E. | # OF DIST. | ≤9 YEARS | % OF TOTAL F.T.E. | 10-19 YRS. OF EXPERIENCE | % OF TOTAL F.T.E. | 20 YEARS OR MORE OF EXPERIENCE | % OF TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1 - Fast Growth | 8820.4 | 59 | 5593.4 | 63% | 2169.7 | 25% | 1057.4 | 12% |
| 2 - Slow Growth | 4770.6 | 33 | 2741.8 | 57% | 1306.8 | 27% | 722.0 | 15% |
| 3 - Stable | 14830.0 | 165 | 7553.6 | 51% | 4174.0 | 28% | 3102.2 | 21% |
| 4 - Moderate Decline | 10467.4 | 76 | 5031.8 | 48% | 3051.7 | 29% | 2383.8 | 23% |
| 5 - Sharp Decline | 11091.4 | 103 | 4808.1 | 43% | 3530.5 | 32% | 2752.9 | 25% |

## TABLE 8

### Distribution of Total F.T.E. Professional Staff by Years of Experience and District Size

| DISTRICT SIZE | TOTAL F.T.E. | # OF DIST. | ≤9 YEARS | % OF TOTAL F.T.E. | 10-19 YEARS OF EXPERIENCE | % OF TOTAL F.T.E. | 20 YEARS OR MORE OF EXPERIENCE | % OF TOTAL |
|---|---|---|---|---|---|---|---|---|
| 1 - 0-299 | 933.4 | 49 | 531.3 | 57% | 211.0 | 23% | 191.1 | 20% |
| 2 - 300-799 | 5576.6 | 166 | 3143.6 | 56% | 1349.7 | 24% | 1083.2 | 19% |
| 3 - 800-1799 | 8734.5 | 123 | 4760.8 | 55% | 2239.9 | 26% | 1733.7 | 20% |
| 4 - 1800+ | 27902.1 | 95 | 14268.6 | 51% | 8399.1 | 30% | 5234.6 | 19% |
| 5 - Cities of 1st Class | 6833.2 | 3 | 3024.3 | 44% | 2032.9 | 30% | 1775.8 | 26% |

## TABLE 9

### Distribution of Total F.T.E. Professional Staff in the State of Minnesota by Years of Experience

|  | TOTAL F.T.E. | # OF DIST. | ≤9 YEARS | % OF TOTAL F.T.E. | 10-19 YEARS OF EXPERIENCE | % OF TOTAL F.T.E. | 20 YEARS OR MORE OF EXPERIENCE | % OF TOTAL |
|---|---|---|---|---|---|---|---|---|
| STATE OF MINNESOTA | 49979.8 | 436 | 25728.7 | 52% | 14232.70 | 28% | 10018.30 | 20% |

The following information has been gleaned from these tables:

### Enrollment Trend

- Moderate decline and sharp decline districts tend to have a more experienced staff.
- Percent of F.T.E. in each experience level tends to increase or decrease as enrollments decrease or increase, respectively.

### School District Size

- The larger the district, the more experienced the staff.

### Statewide

- 20 percent of the total F.T.E. professional staff have 20 years of experience or more.
- A little more than half of the total F.T.E. staff have less than 10 years of experience.

*Level of Training Distribution of F.T.E. Certificated Staff.* Tables 10-12 depict the training level of the total F.T.E. professional staff by enrollment trend, district size and state total, respectively.

Insert Tables 10, 11, and 12 About Here

The following description of the data in these tables indicates:

### Enrollment Trends

- There does not appear to be any clear or significant relationship between enrollment trends and training level.

### School District Size

- Larger school districts tend to have a more highly trained staff than small districts.
- Almost 1/3 of the professional staff in the Cities of the First Class have at least a five year training program or more.

### Statewide

- A little more than 3/4 of the total professional staff have a Bachelor's Degree or less.

*Level of Training and Years of Experience Distribution of F.T.E. Certificated Staff.* Tables 13 and 14 depict the level of training and years of experience of the total F.T.E. professional staff by enrollment trend, district size and state total respectively.

Insert Tables 13 and 14 About Here

## TABLE 10

### Distribution of Total F.T.E. Professional Staff by Training Level and Enrollment Trends

| ENROLLMENT TREND | TOTAL F.T.E. | # OF DIST. | ≤BACHELORS DEGREE | % OF TOTAL F.T.E. | 5 YEAR PROGRAM | % OF TOTAL F.T.E. |
|---|---|---|---|---|---|---|
| 1 - Fast Growth | 8820.4 | 59 | 7375.6 | 84% | 1444.9 | 16% |
| 2 - Slow Growth | 4770.6 | 33 | 3656.9 | 77% | 1113.7 | 23% |
| 3 - Stable | 14830.0 | 165 | 11740.2 | 79% | 3089.9 | 21% |
| 4 - Moderate Decline | 10467.4 | 76 | 7774.5 | 74% | 2692.8 | 26% |
| 5 - Sharp Decline | 11091.4 | 103 | 8468.0 | 76% | 2623.4 | 24% |

## TABLE 11

### Distribution of Total F.T.E. Professional Staff by Training Level and District Size

| DISTRICT SIZE | TOTAL F.T.E. | # OF DIST. | ≤ BACHELORS DEGREE | % OF TOTAL F.T.E. | 5 YEAR PROGRAM | % OF TOTAL F.T.E. |
|---|---|---|---|---|---|---|
| 1 - 0-299 | 933.4 | 49 | 825.0 | 88% | 108.5 | 12% |
| 2 - 300-799 | 5576.6 | 166 | 4923.1 | 88% | 653.5 | 12% |
| 3 - 800-1799 | 8734.5 | 123 | 7420.4 | 85% | 1314.1 | 15% |
| 4 - 1800+ | 27902.1 | 95 | 21176.5 | 76% | 6725.7 | 24% |
| 5 - Cities of 1st Class | 6883.2 | 3 | 4670.4 | 68% | 2162.8 | 32% |

## TABLE 12

### Distribution of Total F.T.E. Professional Staff in Minnesota School Districts by Training Level

|  | TOTAL F.T.E. | # OF DIST. | ≤BACHELORS DEGREE | % OF TOTAL F.T.E. | 5 YEAR PROGRAM | % OF TOTAL F.T.E. |
|---|---|---|---|---|---|---|
| STATE OF MINNESOTA | 49979.8 | 436 | 39015.20 | 78% | 10964.70 | 22% |

# TABLE 13

## DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN GROWTH ENROLLMENT SCHOOL DISTRICTS*

| YEARS OF EXPERIENCE | LESS THAN OR EQUAL TO BACHELOR's DEGREE | % OF TOTAL F.T.E. | GREATER THAN OR EQUAL TO MASTER'S DEGREE/ 5 YEAR PROGRAM | % OF TOTAL F.T.E. |
|---|---|---|---|---|
| 0-9 | 7427.3 | 55% | 907.3 | 7% |
| 10-19 | 2398.5 | 18% | 1077.8 | 8% |
| 20-35+ | 1206.7 | 9% | 573.5 | 4% |
| Total F.T.E. | 13591.0 | | | |

## DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN STABLE ENROLLMENT SCHOOL DISTRICTS**

| | | | | |
|---|---|---|---|---|
| 0-9 | 6755 | 46% | 798.5 | 5% |
| 10-19 | 2870.9 | 19% | 1303.1 | 9% |
| 20-35+ | 2114.3 | 14% | 988.3 | 7% |
| Total F.T.E. | 14830.0 | | | |

## DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN DECLINING ENROLLMENT SCHOOL DISTRICTS***

| | | | | |
|---|---|---|---|---|
| 0-9 | 8525.0 | 39% | 1304.6 | 6% |
| 10-19 | 4551.3 | 21% | 2030.8 | 9% |
| 20-35+ | 3166.2 | 15% | 1971.8 | 9% |
| Total F.T.E. | 21558.8 | | | |

## DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN THE STATE OF MINNESOTA

| | | | | |
|---|---|---|---|---|
| 0-9 | 22708.4 | 45% | 3020.3 | 6% |
| 10-19 | 9820.8 | 20% | 4401.9 | 9% |
| 20-35+ | 6486.0 | 13% | 3542.4 | 7% |
| Total F.T.E. | 49979.8 | | | |

---

*Growth = $\geq$ 6% increase in enrollment from 1970-1974.

**Stable = +5% increase to -5% decline in enrollment from 1970-1974.

***Decline = $\geq$ 6% decrease in enrollment from 1970-1974.

## TABLE 14

### DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN INDEPENDENT SCHOOL DISTRICTS WITH ENROLLMENTS LESS THAN OR EQUAL TO 299 STUDENTS

| YEARS OF EXPERIENCE | LESS THAN OR EQUAL TO BACHELOR'S DEGREE | % OF TOTAL F.T.E. | GREATER THAN OR EQUAL TO MASTER'S DEGREE/ 5 YEAR PROGRAM | % OF TOTAL F.T.E. |
|---|---|---|---|---|
| 0-9 | 492.6 | 53% | 38.6 | 4% |
| 10-19 | 179.5 | 19% | 31.5 | 3% |
| 20-35+ | 152.9 | 16% | 38.2 | 4% |
| Total F.T.E. | 933.4 | | | |

### DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN INDEPENDENT SCHOOL DISTRICTS WITH ENROLLMENTS BETWEEN 300 AND 799 STUDENTS

| | | | | |
|---|---|---|---|---|
| 0-9 | 2949.5 | 53% | 48.6 | 1% |
| 10-19 | 1093.9 | 20% | 255.8 | 4% |
| 20-35+ | 879.5 | 16% | 203.7 | 4% |
| Total F.T.E. | 5576.6 | | | |

### DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN INDEPENDENT SCHOOL DISTRICTS WITH ENROLLMENTS BETWEEN 800 AND 1799 STUDENTS

| | | | | |
|---|---|---|---|---|
| 0-9 | 4424.8 | 51% | 336 | 4% |
| 10-19 | 1707.4 | 20% | 532.5 | 6% |
| 20-35+ | 1288 | 15% | 445.7 | 5% |
| Total F.T.E. | 8734.5 | | | |

### DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN INDEPENDENT SCHOOL DISTRICTS WITH ENROLLMENTS GREATER THAN OR EQUAL TO 1800

| | | | | |
|---|---|---|---|---|
| 0-9 | 12402.5 | 44% | 1866.2 | 7% |
| 10-19 | 5541.3 | 20% | 2857.8 | 10% |
| 20-35+ | 3232.7 | 12% | 1327.5 | 5% |
| Total F.T.E. | 27902.1 | | | |

### DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN THE CITIES OF FIRST CLASS SCHOOL DISTRICTS

| | | | | |
|---|---|---|---|---|
| 0-9 | 2438.8 | 36% | 585.5 | 8% |
| 10-19 | 1298.8 | 19% | 734.1 | 11% |
| 20-35+ | 933 | 14% | 242.8 | 4% |
| Total F.T.E. | 6833.2 | | | |

### DISTRIBUTION OF TOTAL F.T.E. PROFESSIONAL STAFF BY TRAINING LEVEL AND YEARS OF EXPERIENCE IN THE STATE OF MINNESOTA

| | | | | |
|---|---|---|---|---|
| 0-9 | 22708.4 | 45% | 3020.3 | 6% |
| 10-19 | 9820.8 | 20% | 4401.9 | 9% |
| 20-35+ | 6486.0 | 13% | 3542.4 | 7% |
| Total F.T.E. | 49979.8 | | | |

Descriptions of Tables 13 and 14 are as follows:

Enrollment Trends

- Growth and stable enrollment school districts have more inexperienced (<10 years) and lower trained (at least a Bachelor's Degree) professional staff than the state average.
- Declining enrollment districts have fewer inexperienced (<10 years) and lower trained (at least a Bachelor's Degree) professional staff than the state average.

School District Size

- School districts with an enrollment less than 1800 have more inexperienced (<10 years) and lower trained (at least a Bachelor's Degree) professional staff than the state average.
- Independent School Districts with an enrollment of 1800 or more have fewer inexperienced and lower trained professional staff than the state average.
- The cities of the first class school districts have the fewest inexperienced and lower trained professional staff than the state average.

State Total

- 45 percent of the total F.T.E. professional staff in the state of Minnesota have less than a five (5) year program and nine (9) or less years of experience.

## SUMMARY

A collective summary of Tables 1-12 would provide the following information about the school district in Minnesota:

- Age and experience appear to be related to enrollment trends. As enrollments decline, the age and experience of staff increases. This phenomenon may be more a factor of seniority than fluctuating school enrollments.

- Age and experience also appear to be related to school district size. In other words, larger districts (1800+) tend to have an older, more experienced staff.

- Large (1800+) declining districts tend to have an older, experienced and highly trained staff. These districts also tend to have an adjusted maintenance cost greater than $740 per pupil unit. It has been found the declining districts have a high EARC valuation per pupil unit, so it might be fair to say the same is true for large declining districts.

- Cities of the First Class school districts are declining. Minneapolis and St. Paul have high adjusted maintenance costs per pupil unit and high EARC valuations per pupil unit. Duluth has a high adjusted maintenance cost per pupil unit and an average EARC valuation per pupil unit. These districts have the oldest, most experienced and highest trained staff in relation to the other school districts.

- Growth districts tend to have enrollments greater than 799 students, high adjusted maintenance cost per pupil unit ($950+) and average EARC valuation per pupil unit. These districts also have a young, less experienced and least trained staff (≤ Bachelor's Degree).

- Stable districts are not of any significant size. They tend to have high maintenance costs per pupil unit and average to high EARC valuation per pupil unit. The professional staff in these districts tend to be more balanced in relation to age and experience. 85 percent of the staff in these districts have less than or equal to a Bachelor's Degree.

- School districts with enrollments of 1800 students or more and declining enrollment school districts have fewer inexperienced (<10 years) and lower trained staff than the state average.

# DEFINITIONS

## *Independent variables*

**School District Size:** This is the 1974-75 fall (October 1) K-12 enrollment.

**Adjusted Maintenance Costs:** This is a basic measure used to compare the cost per pupil unit of educating a district's students through the use of state and local financing.

**Equalization Aid Review Committee (EARC) Valuation per Pupil Unit:** The 1974 EARC valuation of the school district divided by the total number of pupil units.

**Enrollment Trend:** This is the absolute numerical change and the percentage change in enrollments from October 1, 1970, to October 1, 1974.

## *Descriptor Variables*

**Elementary Enrollment:** Grades 1-6, excluding handicapped students.

**Secondary Enrollment:** Grades 7-12, excluding handicapped students.

**Total Enrollment:** Grades K-12, including handicapped students.

**Elementary FTE (full-time equivalency):** Includes only those FTE teachers who are teaching Grades 1-6. This figure does not include elementary pupil personnel staff, special education, elementary special subjects, or elementary administrative staff.

**Secondary FTE (full-time equivalency):** Includes only those FTE teachers who are teaching in Grades 7-12. This figure does not include secondary pupil personnel, special education, administrative or supervisory staff.

**Administration:** Includes all FTE administrative, supervisory and special personnel who do not spend this FTE portion of their work assignment in the classroom.

**Total Professional Staff:** Includes all the FTE certificated staff in the school district, excluding all post-secondary and adult education staff.

9.

# A COMPARATIVE ANALYSIS OF TWELVE SELECTED SCHOOL DISTRICTS IN THE STATE OF MINNESOTA

## *INTRODUCTION*

The Advisory Council on Fluctuating School Enrollments presented a document entitled "A Preliminary Report: The Impact of Fluctuating School Enrollments on Minnesota's Educational System" to the Minnesota State Legislature in January, 1976. The intent of this document was to identify the problems in education associated with fluctuating school enrollments. A lack of sufficient data prohibited total understanding of the complexity of these problems.

The purpose of this 12 district comparative analysis for the years 1970-71 and 1974-75 is to investigate the relationships which exist between enrollment and revenue; enrollment and F.T.E. certificated staff; and, enrollment and disbursements when the 12 districts are sorted by size of district, expenditure level and enrollment trend. [see Table 1 for description of the selection criteria used in selecting the districts.] Since the data for this study had to be collected manually, the school districts selected were limited to those with only one high school.

The comparative results of this study are presented in descriptive terms. Statistical treatment was not utilized to determine the significance of the relationships or to test for interactions between the independent and dependent variables. Consequently, the realtionships can only be presented as they relate to the twelve districts involved. Caution is advised when attempting to generalize this information to other similar school districts in Minnesota.

Figures 1-12, found in the text of this study, graphically present the 1970-71 and 1974-75 enrollment, F.T.E. certificated personnel, receipts and disbursement data by school district. The numerical data to support these graphic presentations can be found in related tables in the Appendix by school district. The graphic presentations depict selected changes in the four areas mentioned above between 1970-71 and 1974-75. The tables for each district in the Appendix present a more comprehensive picture in all four areas.

A clear understanding of how the data items are treated definitionally is essential to interpretation of this study. This is particularly true in the area of personnel as the categorization of personnel in this study is unique to the concerns of the Council. The definitions section of this report serves a two-fold purpose. One, to present definitions of those terms which are used consistently throughout the study; and, two, to present those definitions which are unique to the graphic presentations and tables.

## *DEFINITIONS*

### Definitions Used Throughout This Study

Selection Criteria. These are the parameters used in selecting the twelve school districts for this study. These parameters and the data sources are as follows:

Selection Criteria--

High Enrollment (HE)--K-12 enrollment is greater than the 800.

Low Enrollment (LE)--K-12 enrollment is less than 800.

High Expenditure (HEx)--1973-74 State and Local Operating Costs/PU is greater than the state mean ($859).

Growth--Enrollment trend is greater than or equal to a 10 percent increase in enrollment between 1970-71 and 1974-75.

Moderate Decline--Enrollment trend is a loss of 25 to 75 students and/or less than or equal to a 10 percent decline between 1970-71 and 1974-75.

Sharp Decline-- Enrollment trend is a loss of more than 75 students and/or greater than a 10 percent decline between 1970-71 and 1974-75.

Data Sources--

1974-75 Fall Enrollment--Taken from the State Department of Education School District Fall Reports (F23-5).

1973-74 State and Local Operating Costs/PU--Taken from Update, Special Report, Minnesota State Department of Education.

Enrollment Trend 1970-71 to 1974-75--This is the absolute numerical change and the percentage change in enrollments from the October 1, 1970 to October 1, 1974 data taken from the State Department of Education School District Fall Reports (F23-5).

Total Fall Enrollment includes all students enrolled on October 1 of each year in this study.

Enrollment in Average Daily Membership (ADM) includes K-12 resident and non-resident students reported by each district with the annual financial report for each year. This is the enrollment data which is expressed in pupil units to reflect the relative costs incurred in the education of the students and in calculation of state aids and local tax levy limitations.

Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5--Kindergarten, 1.0--Elementary, 1.4--Secondary) to the enrollment expressed in ADM.

Total Professional Staff includes all FTE certificated professional staff.

K-6 Classroom Teachers includes only those FTE teachers who are teaching grades K-6. This figure does not include elementary pupil personnel staff, special education, elementary special subjects, or elementary administrative staff.

7-12 Classroom Teachers includes only those FTE teachers who are teaching in Grades 7-12. This figure does not include secondary pupil personnel, special education or administrative and supervisory staff.

Total Administrative Staff includes all FTE administrative, supervisory and special personnel who do not spend this FTE portion of their work assignment in the classroom.

Pupil Personnel Services includes all FTE professional certificated staff in the areas of elementary and secondary guidance and counseling, librarians, school nurses, school psychologists, school social workers, remedial reading teachers, reading consultants, and media generalists.

Special Education Services includes all FTE professional staff in the areas of educable and trainable mentally retarded teachers, speech correctionists, learning disabled teachers, emotionally disturbed and socially maladjusted teachers and physically handicapped teachers.

Elementary Special Subjects includes all FTE elementary professional support staff in the areas of physical education, music and art.

Districtwide Special Subjects includes all FTE professional staff in the areas of physical education, music and art who serve both the elementary and secondary students.

Definitions and Clarification of Data Unique to the Graphic Presentations and Tables.

Figures 1-12--

K-6 FTE Staff per 100 Students--This is a ratio of K-6 classroom teachers per 1000 elementary students (does not include elementary handicapped students).

7-12 Staff per 1000 Students--This is a ratio of 7-12 classroom teachers per 1000 students (does not include secondary handicapped students).

Figures 1-12 and Tables 1-C through 12-C--

Adjusted Maintenance Costs--This is the same as the state and local operating costs reporting in Update, a State Department of Education publication issued each year. The definition is as follows: "A basic measure may be used to compare the cost per pupil unit of educating a district's children through use of state and local financing..." This measure may be used to compare relative spending levels of the various districts.

Tables 1-C through 12-C--

Administrative and Other Instructional Salaries--Includes all salaries for certificated professional staff other than K-12 classroom teacher's salaries.

Operation and Maintenance of Plant--Includes total disbursements in the general fund for salaries, contracted services, fuel, utilities, supplies for and other expenses for the operation and maintenance of the school plant.

Fixed Charges--Includes disbursements in the general fund for employee retirement contributions, workmen's compensation, unemployment insurance, other insurance and judgements, land and building rental, loan interest, and other like charges.

Transportation Disbursements--Includes salaries, contracted services, public carrier costs, travel insurance, board and lodging, snow removal, and other transportation disbursements made for public and private student transported to and from school. This does not include student activities, field trips, and transportation equipment.

Tables 1-B.1 through 12-B-12--

K-12 Enrollment--Includes all students enrolled October 1 of 1970 and 1974.

K-6 Enrollment--Includes all elementary students (excluding handicapped) enrolled October 1 of each year.

7-12 Enrollment--Includes all secondary students (excluding handicapped students) enrolled October 1 of each year.

## TABLE 1

### School Districts and Selection Criteria Represented in This Study

| | GROWTH | | | | | MODERATE DECLINE | | | | | SHARP DECLINE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1974-75 Fall Enrollment (K-12) | | 1973-74 State & Local Operating Costs/PU | | Enrollment Trend 1970-71 to 1974-75 | 1974-75 Fall Enrollment (K-12) | | 1973-74 State & Local Operating Costs/PU | | Enrollment Trend 1970-71 to 1974-75 | 1974-75 Fall Enrollment (K-12) | | 1973-74 State & Local Operating Costs/PU | | Enrollment Trend 1970-71 to 1974-75 |
| DISTRICT | > 800 | < 800 | > $859 | < $859 | ≥ 10% | > 800 | < 800 | > $859 | < $859 | - 25 < -75 and/or ≤ -10% | > 800 | < 800 | > $859 | < $859 | > - 75 and/or > - 10% |
| Burnsville | 10,856 | | $865 | | 3,075 (+40%) | | | | | | | | | | |
| Elk River | 4,134 | | | $726 | 1,234 (+42%) | | | | | | | | | | |
| Laporte | | 274 | $889 | | 34 (+14%) | | | | | | | | | | |
| Audubon | | 419 | | $716 | 81 (+24%) | | | | | | | | | | |
| Cloquet | | | | | | 3,434 | | $902 | | - 235 (- 6%) | | | | | |
| Fosston | | | | | | 1,120 | | | $746 | - 25 (- 2%) | | | | | |
| Storden-Jeffers | | | | | | | 501 | $939 | | - 62 (-11%) | | | | | |
| Preston | | | | | | | 873 | | $772 | - 65 (- 9%) | | | | | |
| Richfield | | | | | | | | | | | 8,517 | | $1,042 | | - 1,945 (-19%) |
| Eveleth | | | | | | | | | | | 1,748 | | | $793 | - 215 (-11%) |
| South Koochiching | | | | | | | | | | | | 419 | $ 981 | | - 69 (-14%) |
| Minneota | | | | | | | | | | | | 671 | | $667 | - 171 (-20%) |

Selection Criteria

High Enrollment (HE) - K-12 enrollment is greater than the 800.
Low Enrollment (LE) - K-12 enrollment is less than 800.
High Expenditure (HEx) - 1973-74 State and Local Operating Costs/PU is greater than the state mean ($859).
Low Expenditure (LEx) - 1973-74 State and Local Operating Costs/PU is less than the state mean ($859).
Growth - Enrollment Trend is greater than or equal to a 10% increase in enrollment between 1970-71 and 1974-75.
Moderate Decline - Enrollment Trend is a loss of 25 to 75 students and/or less than or equal to a 10% decline between 1970-71 and 1974-75.
Sharp Decline - Enrollment Trend is a loss of more than 75 students and/or greater than a 10% decline.

DATA SOURCES: 1974-75 Fall Enrollment - Taken from the State Department of Education School District Fall Reports (F23-5).
1973-74 State and Local Operating Costs/PU - Taken from Update, Special Report, Minnesota State Department of Education.
Enrollment Trend 1970-71 to 1974-75 - This is the absolute numerical change and the percentage change in enrollments from the October 1, 1970 to October 1, 1974 data taken from the State Department of Education School District Fall Reports (F23-5).

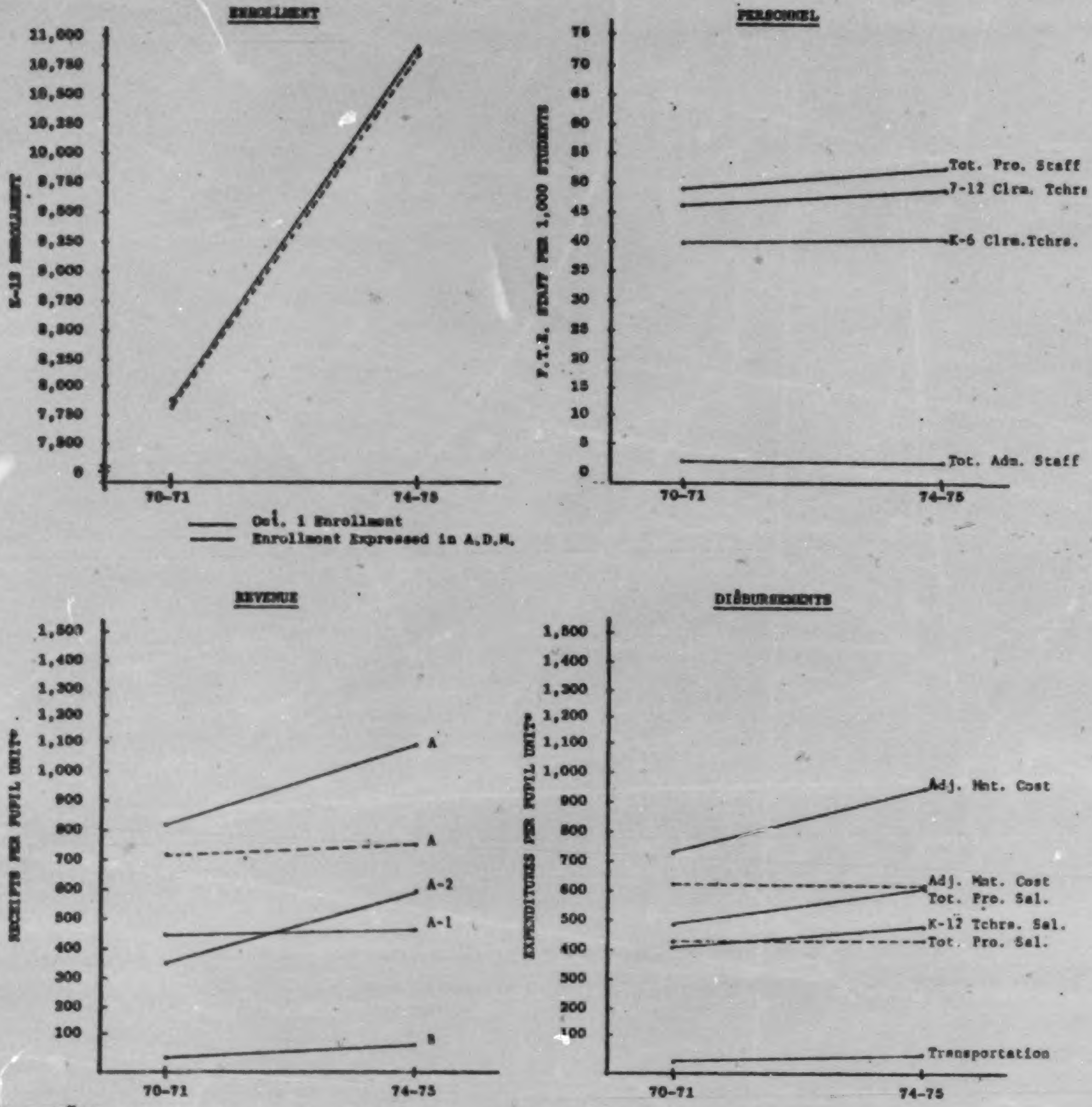
## FIGURE 1

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment,
F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Burnsville DIST. # 191

ENROLLMENT AND EXPENDITURE LEVELS HE HEx

ENROLLMENT TREND Growth



Revenue Key
- A - Total local, county, state and federal revenue receipts in the General Fund.
- A-1 - Total local revenue receipts in the General Fund
- A-2 - Total state revenue receipts in the General Fund
- B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars

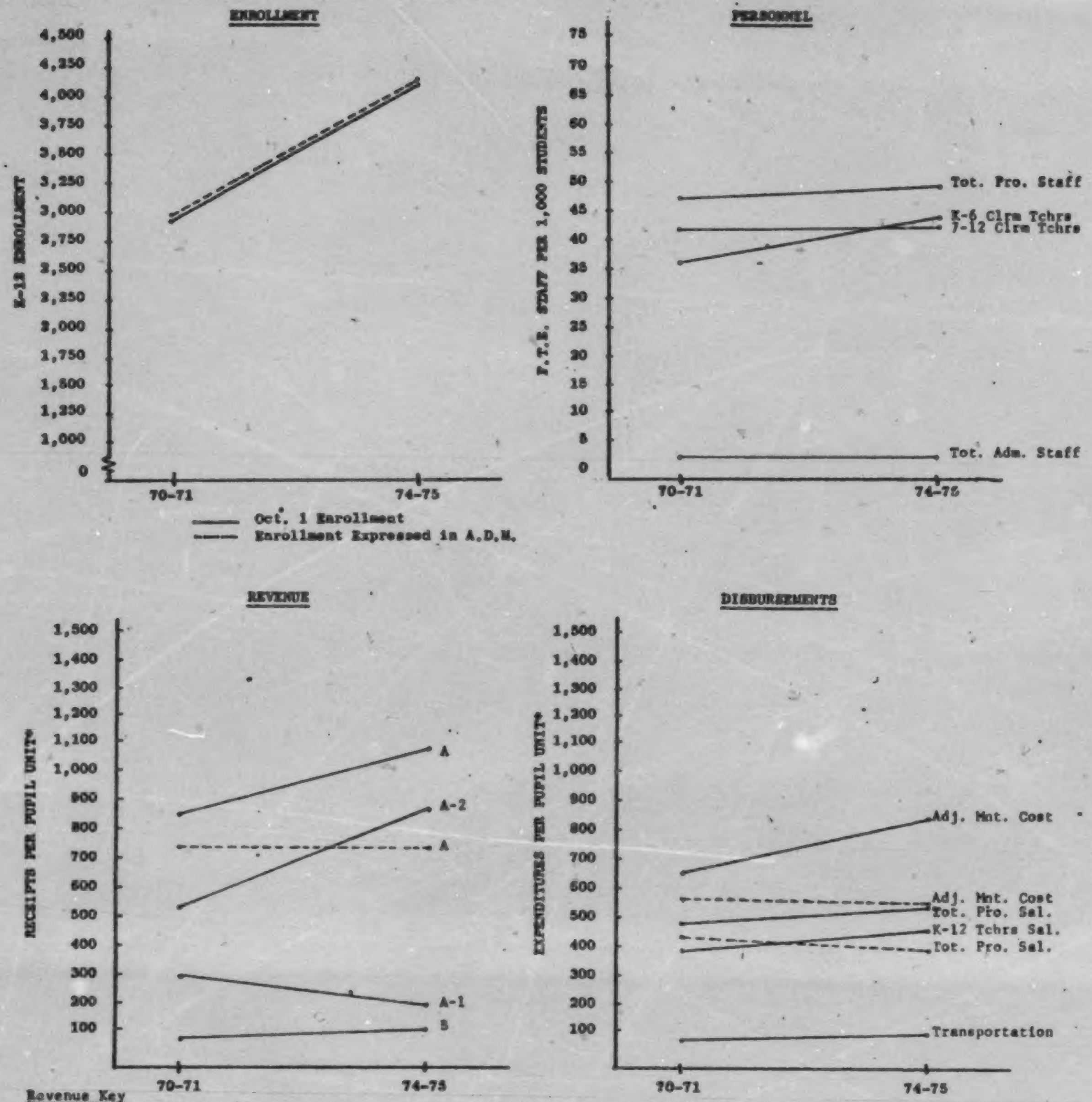
----- Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

## FIGURE 2

### A Graphic Presentation of the 1970-71 and 1974-75 Enrollment, F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Elk River DIST. # 728
ENROLLMENT AND EXPENDITURE LEVELS HE LEx
ENROLLMENT TREND Growth



**Revenue Key**

- A - Total local, county, state and federal revenue receipts in the General Fund.
- A-1 - Total local revenue receipts in the General Fund
- A-2 - Total state revenue receipts in the General Fund
- B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars
------ Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

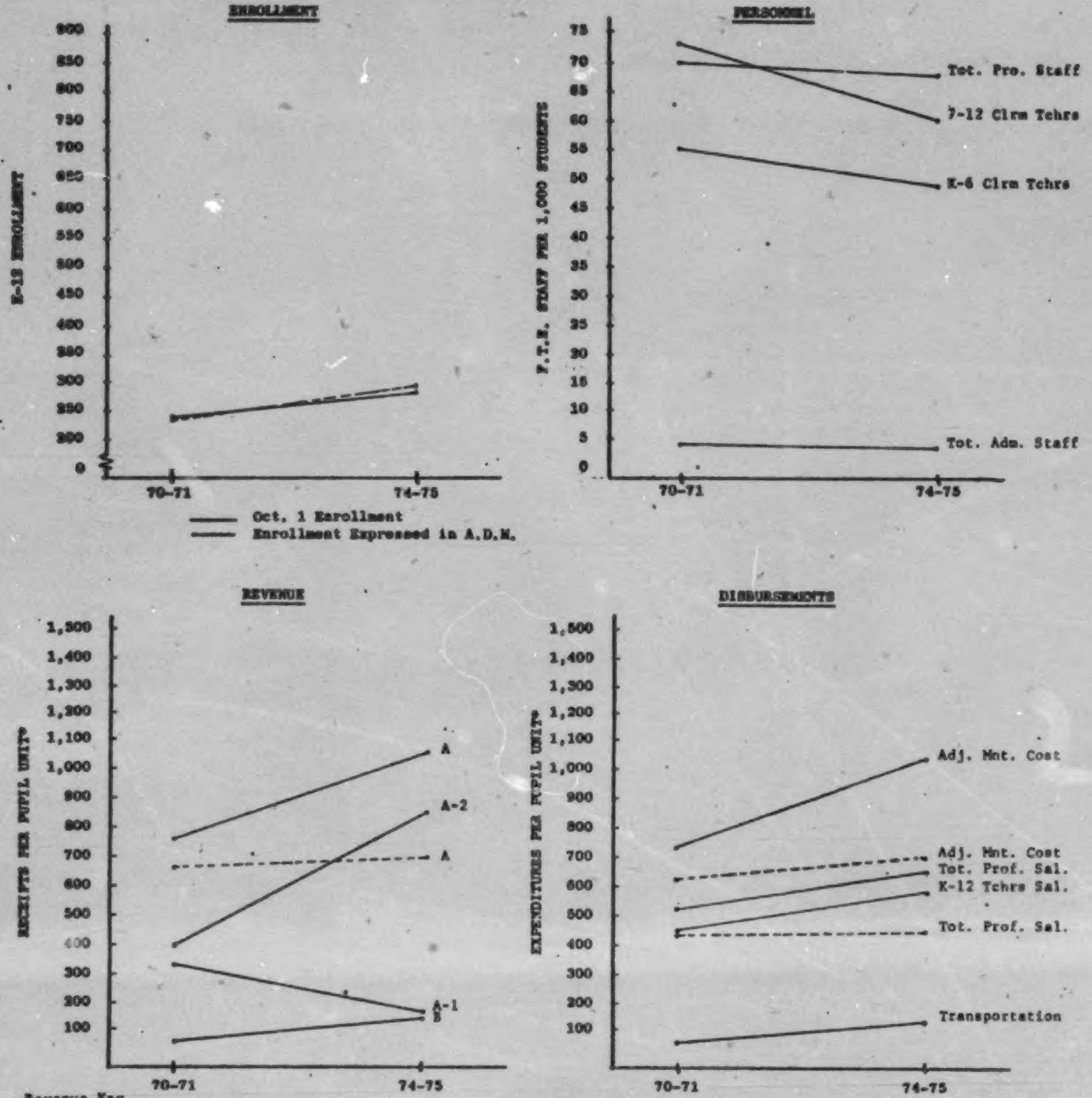
FIGURE 3

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment,
F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Laporte DIST. # 306

ENROLLMENT AND EXPENDITURE LEVELS LE HEx

ENROLLMENT TREND Growth



Revenue Key

A - Total local, county, state and federal revenue receipts in the General Fund.

A-1 - Total local revenue receipts in the General Fund

A-2 - Total state revenue receipts in the General Fund

B - Total local, county, state and federal receipts in the Transportation Fund

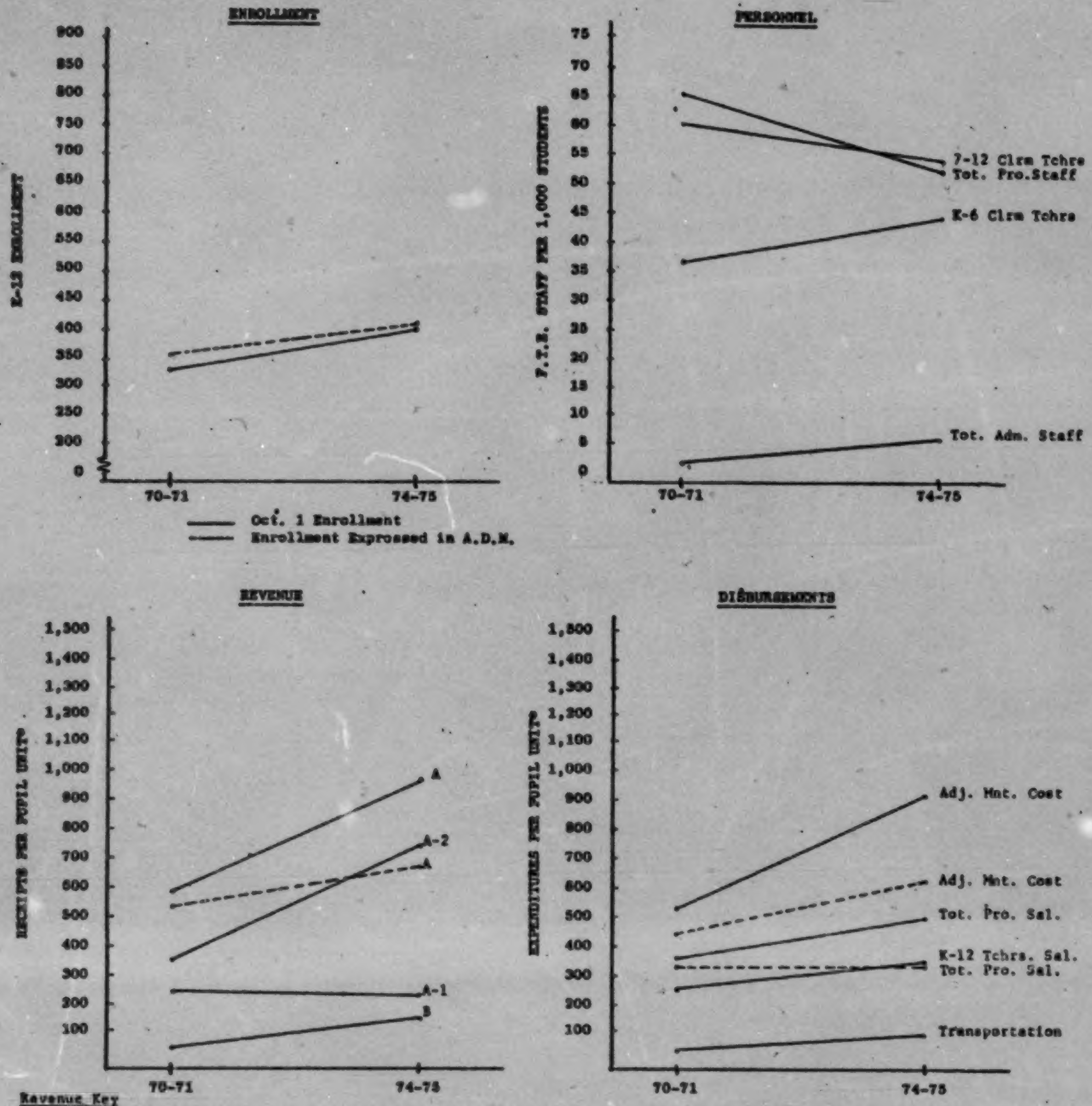
—— Current Dollars
---- Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

FIGURE 4

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment, F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Audubon DIST. # 21
ENROLLMENT AND EXPENDITURE LEVELS LE LE-
ENROLLMENT TREND Growth



Revenue Key
A - Total local,county, state and federal revenue receipts in the General Fund.
A-1 - Total local revenue receipts in the General Fund
A-2 - Total state revenue receipts in the General Fund
B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars
- - - - Real Dollars (1967 = 100)
*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

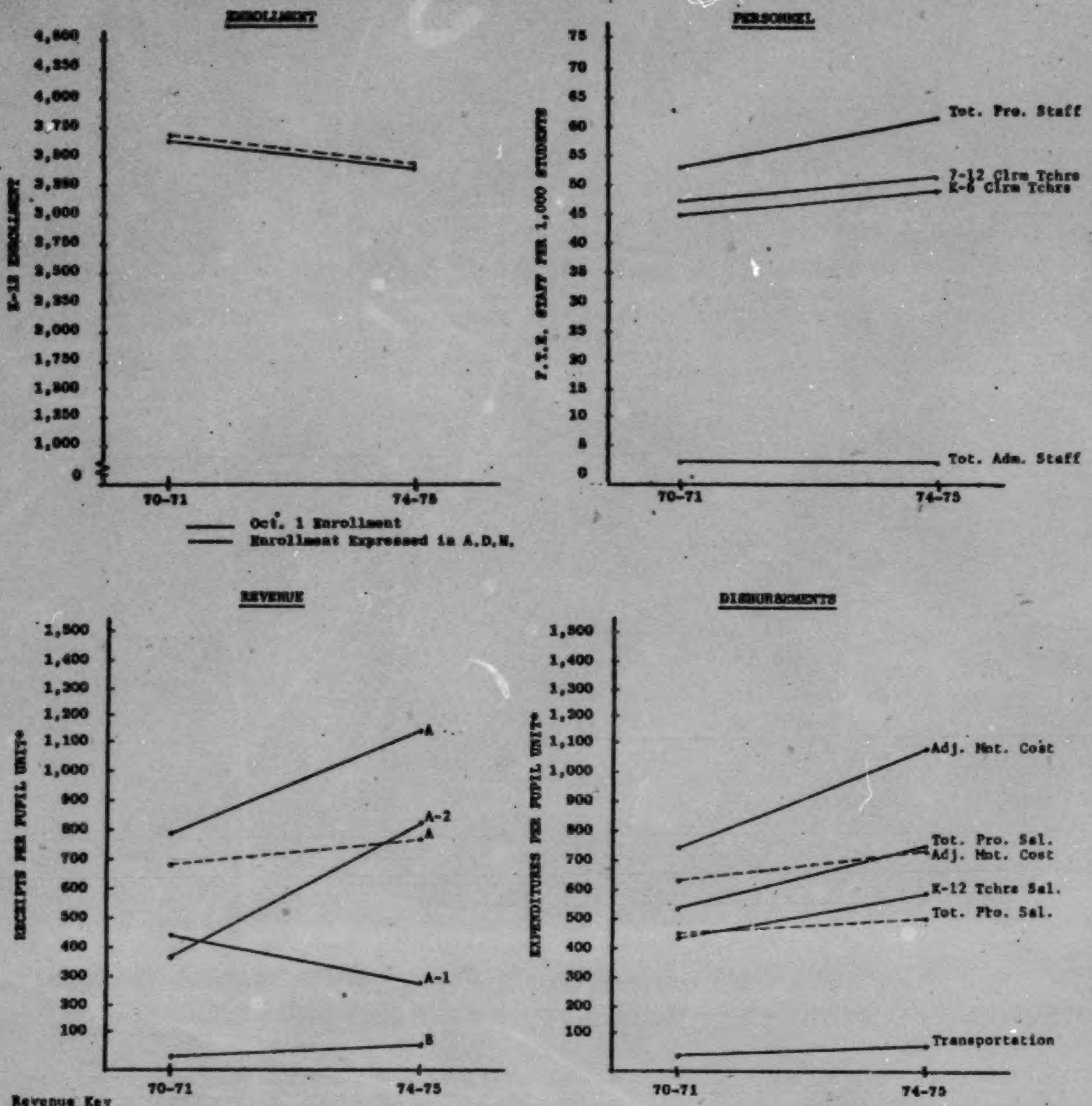
FIGURE 5

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment,
F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Cloquet DIST. # 94

ENROLLMENT AND EXPENDITURE LEVELS HE HEx

ENROLLMENT TREND Moderate Decline



**Revenue Key**

A - Total local, county, state and federal revenue receipts in the General Fund.

A-1 - Total local revenue receipts in the General Fund

A-2 - Total state revenue receipts in the General Fund

B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars
------ Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

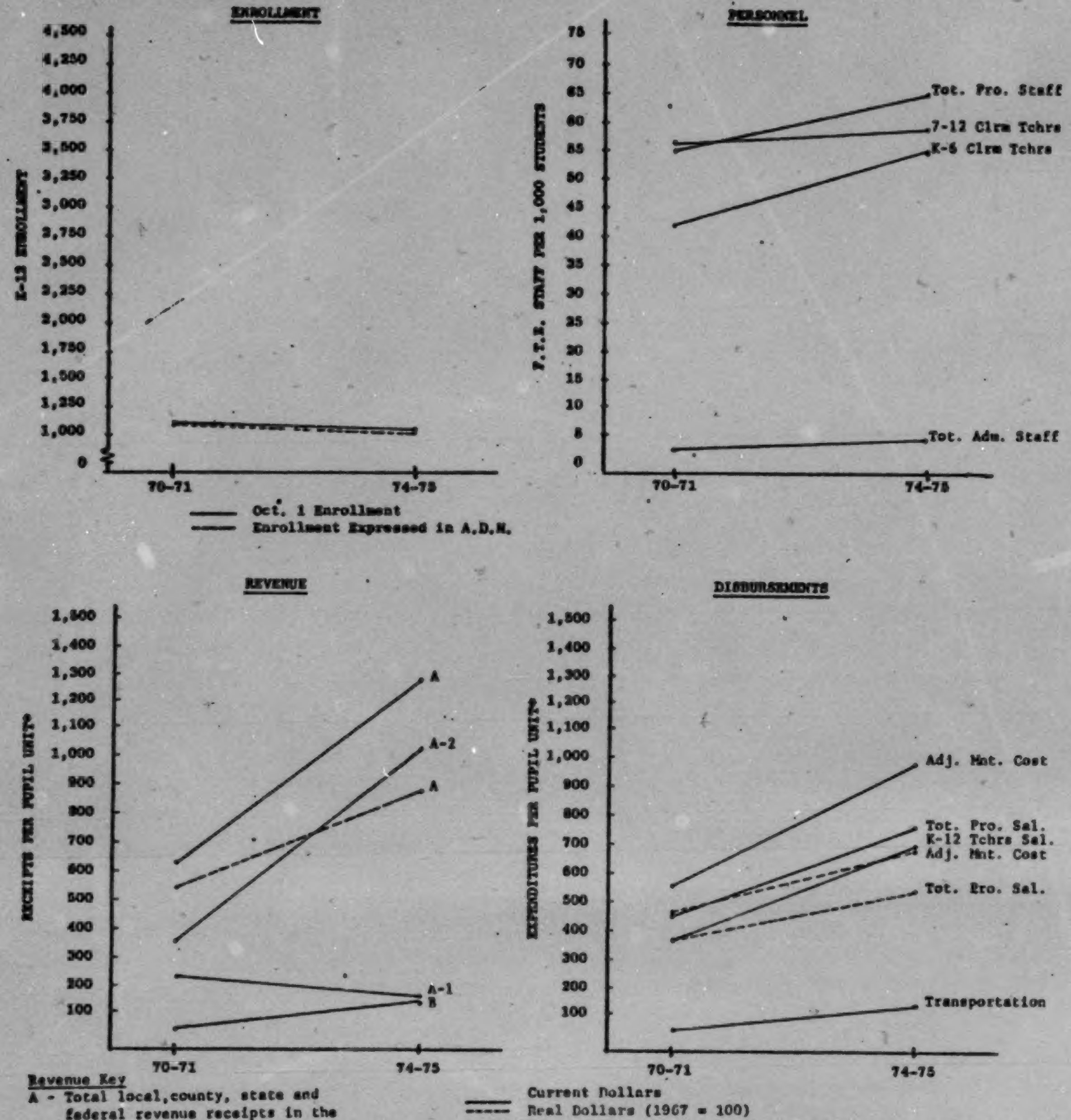
FIGURE 6

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment, F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Foeston DIST. # 601

ENROLLMENT AND EXPENDITURE LEVELS HE LEx

ENROLLMENT TREND Moderate Decline



Revenue Key

A - Total local, county, state and federal revenue receipts in the General Fund.

A-1 - Total local revenue receipts in the General Fund

A-2 - Total state revenue receipts in the General Fund

B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars

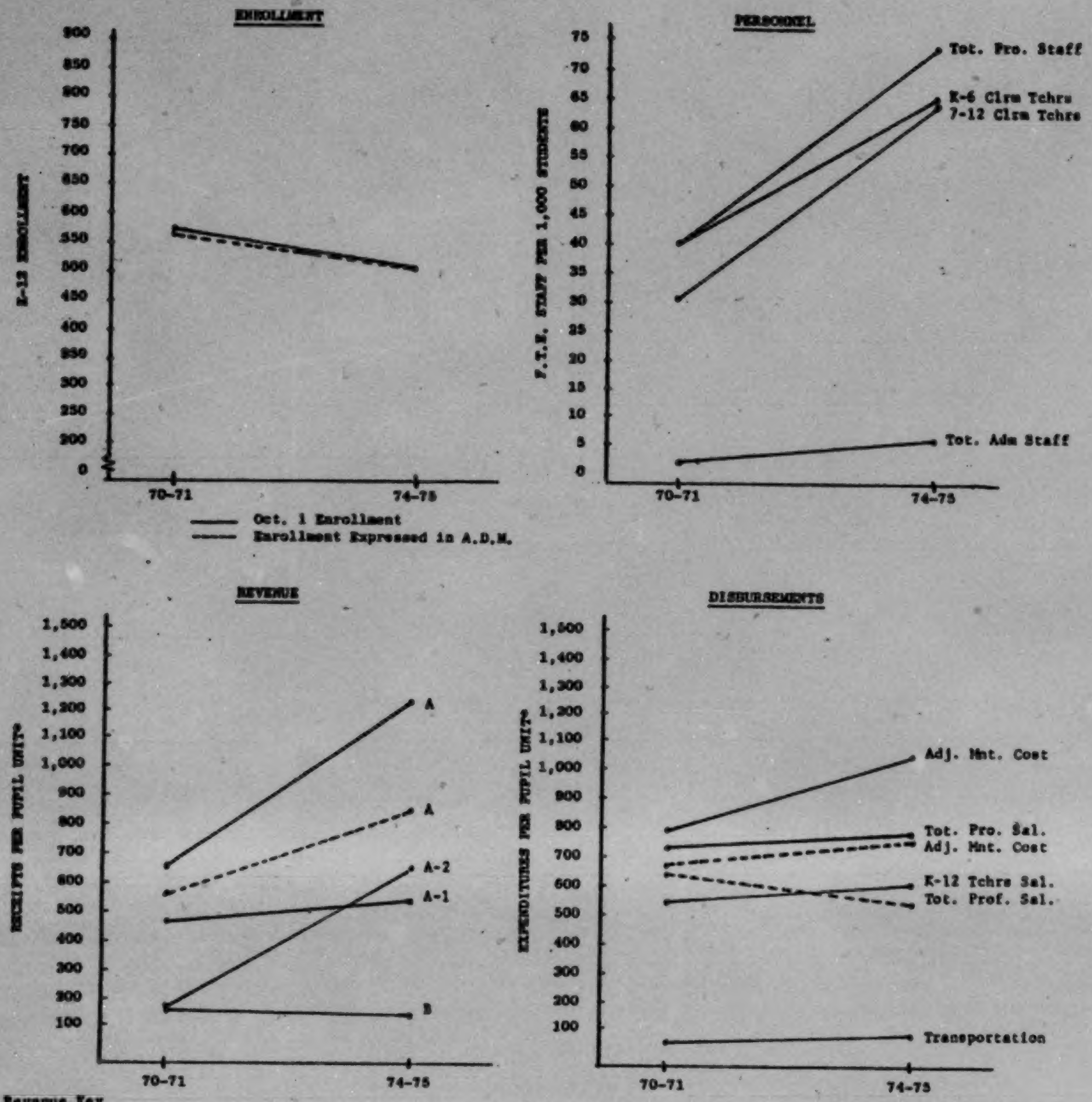
------ Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

FIGURE 7

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment,
F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Storden Jeffers DIST. # 178
ENROLLMENT AND EXPENDITURE LEVELS LE HEx
ENROLLMENT TREND Moderate Decline



**Revenue Key**
- A - Total local, county, state and federal revenue receipts in the General Fund.
- A-1 - Total local revenue receipts in the General Fund
- A-2 - Total state revenue receipts in the General Fund
- B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars
- - - - Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

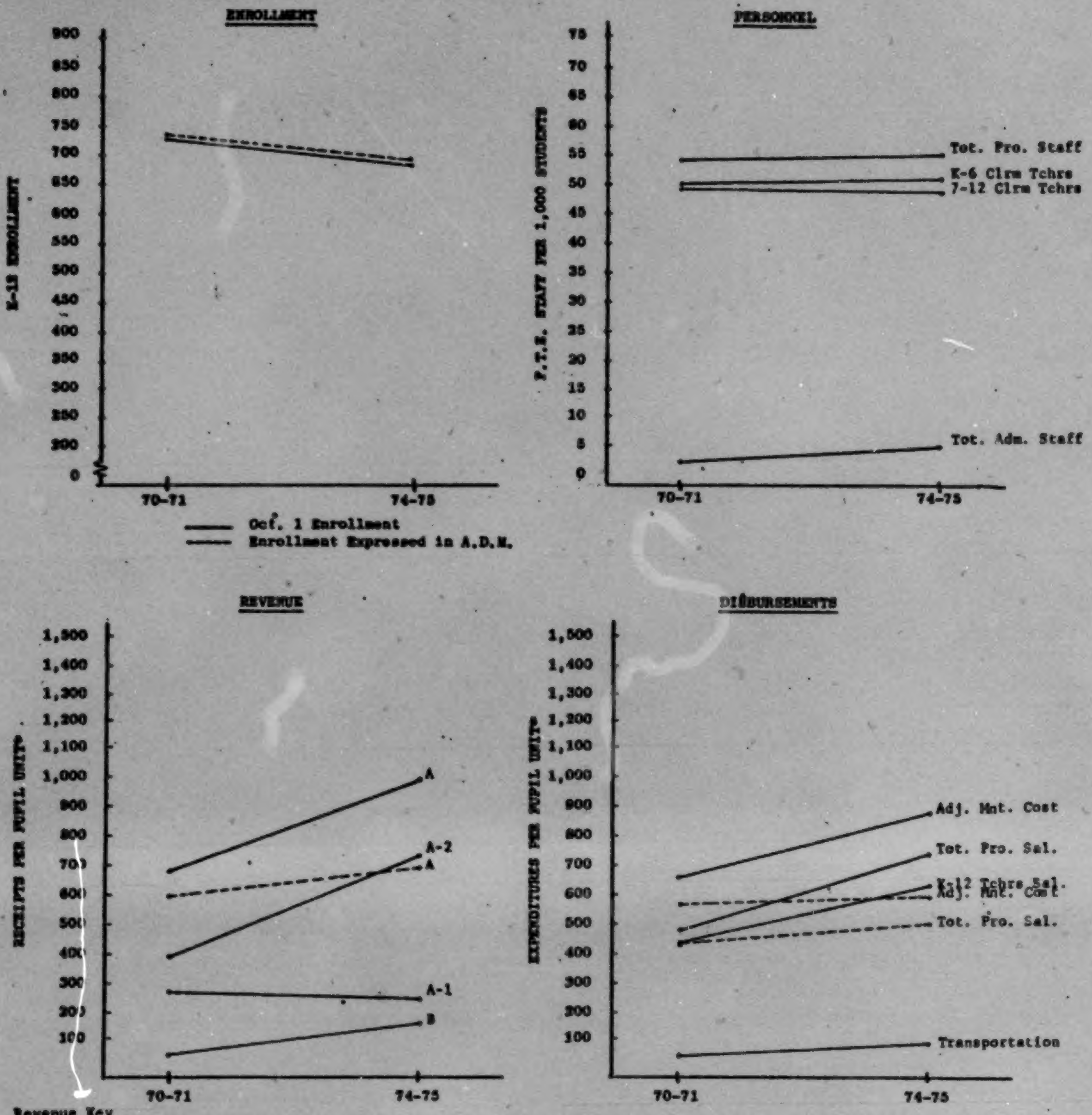
## FIGURE 8

### A Graphic Presentation of the 1970-71 and 1974-75 Enrollment, F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Preston DIST. # 233

ENROLLMENT AND EXPENDITURE LEVELS LE LEx

ENROLLMENT TREND Moderate Decline



**Revenue Key**

- A - Total local, county, state and federal revenue receipts in the General Fund.
- A-1 - Total local revenue receipts in the General Fund
- A-2 - Total state revenue receipts in the General Fund
- B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars

------ Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

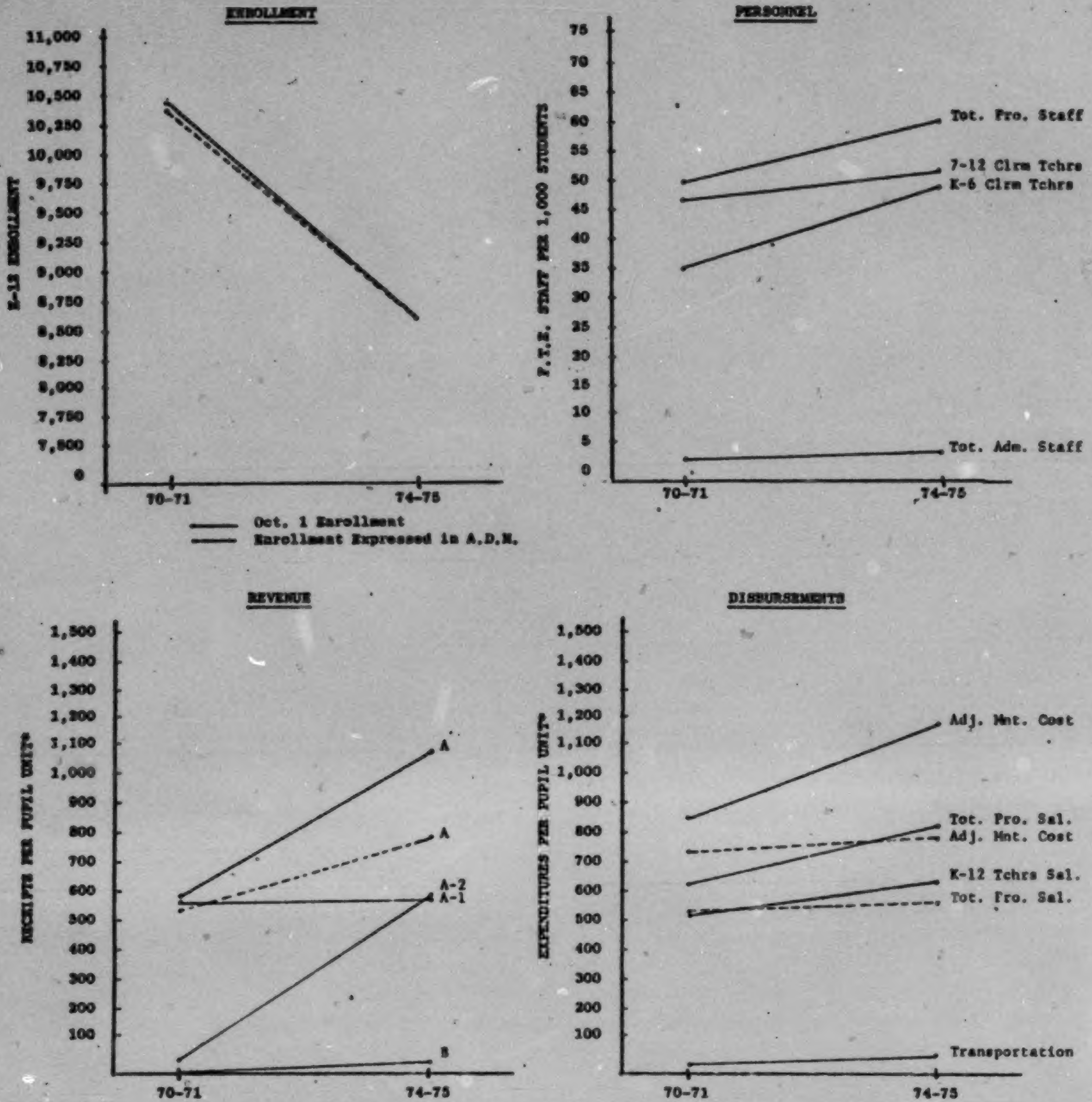
## FIGURE 9

### A Graphic Presentation of the 1970-71 and 1974-75 Enrollment, F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Richfield DIST. # 280

ENROLLMENT AND EXPENDITURE LEVELS HE Hex

ENROLLMENT TREND Sharp Decline



Revenue Key

A - Total local,county, state and federal revenue receipts in the General Fund.

A-1 - Total local revenue receipts in the General Fund

A-2 - Total state revenue receipts in the General Fund

B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars

----- Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

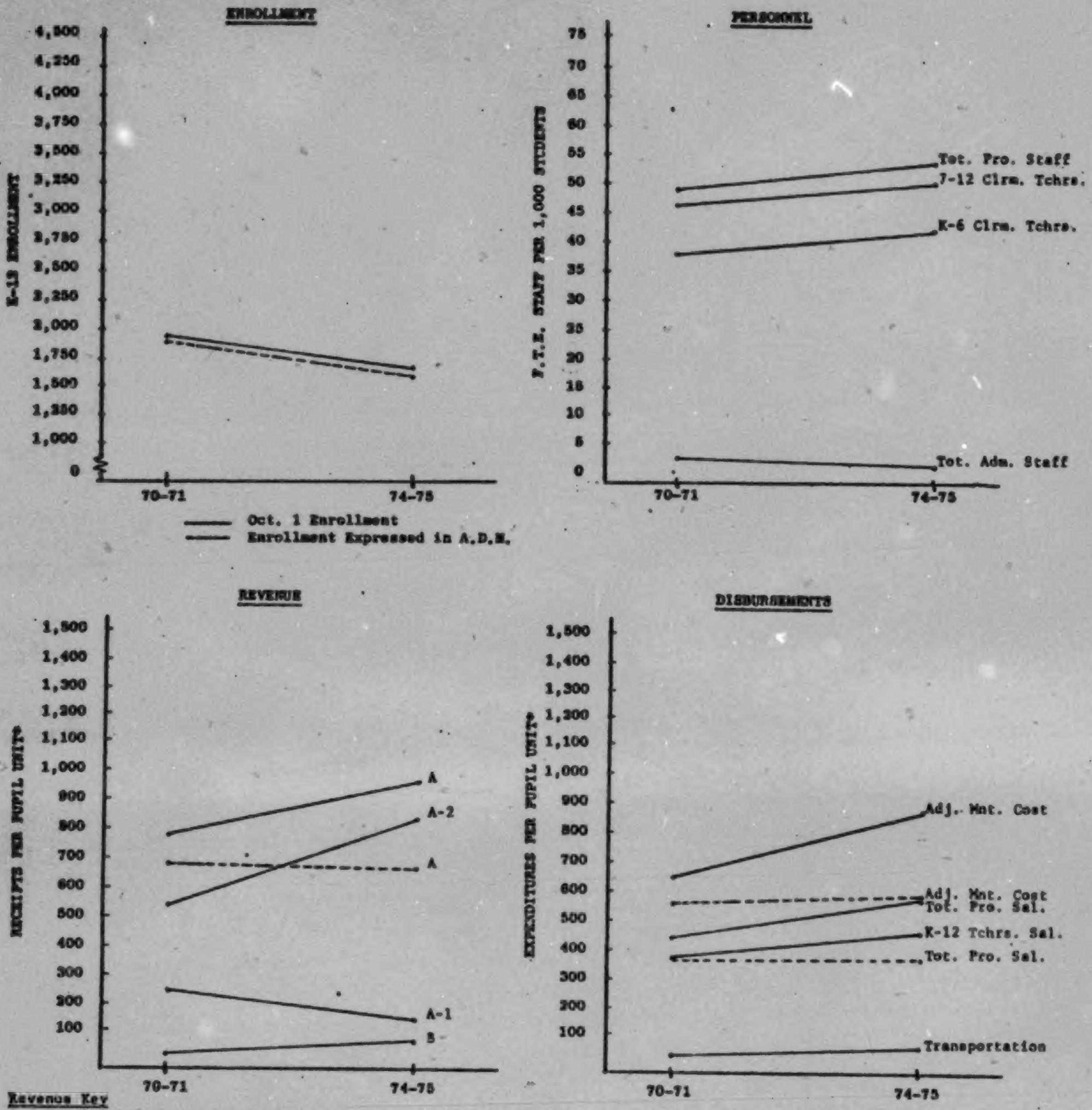
## FIGURE 10

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment,
F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

**SCHOOL DISTRICT** Eveleth **DIST. #** 697

**ENROLLMENT AND EXPENDITURE LEVELS** HE LEx

**ENROLLMENT TREND** Sharp Decline



**Revenue Key**

A - Total local, county, state and federal revenue receipts in the General Fund.

A-1 - Total local revenue receipts in the General Fund

A-2 - Total state revenue receipts in the General Fund

B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars
- - - - Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

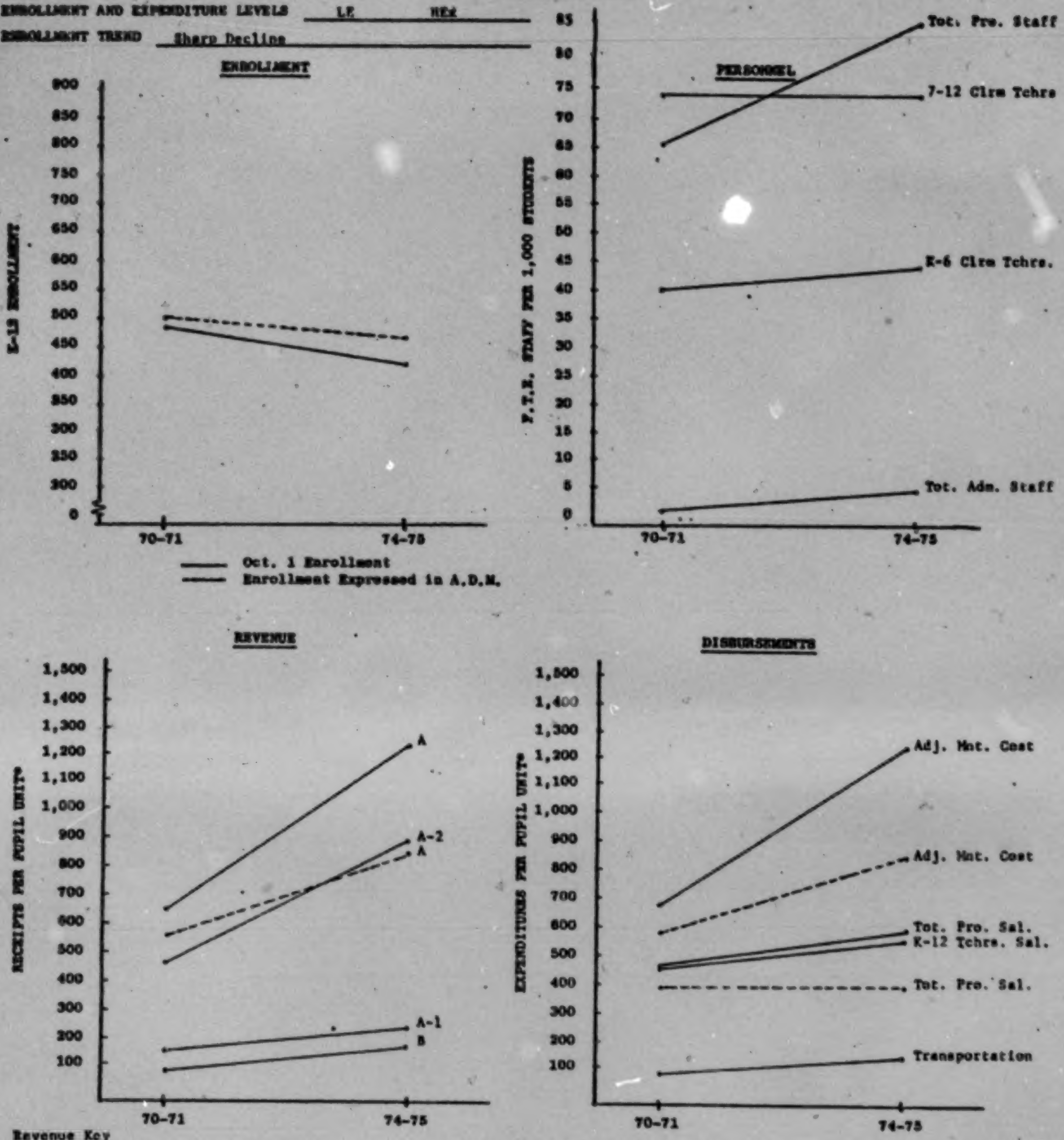
## FIGURE 11

### A Graphic Presentation of the 1970-71 and 1974-75 Enrollment, F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT South Koochiching DIST. # 363

ENROLLMENT AND EXPENDITURE LEVELS LE HEx

ENROLLMENT TREND Sharp Decline



**Revenue Key**

A - Total local, county, state and federal revenue receipts in the General Fund.

A-1 - Total local revenue receipts in the General Fund

A-2 - Total state revenue receipts in the General Fund

B - Total local, county, state and federal revenue receipts in the Transportation Fund

——— Current Dollars

------ Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

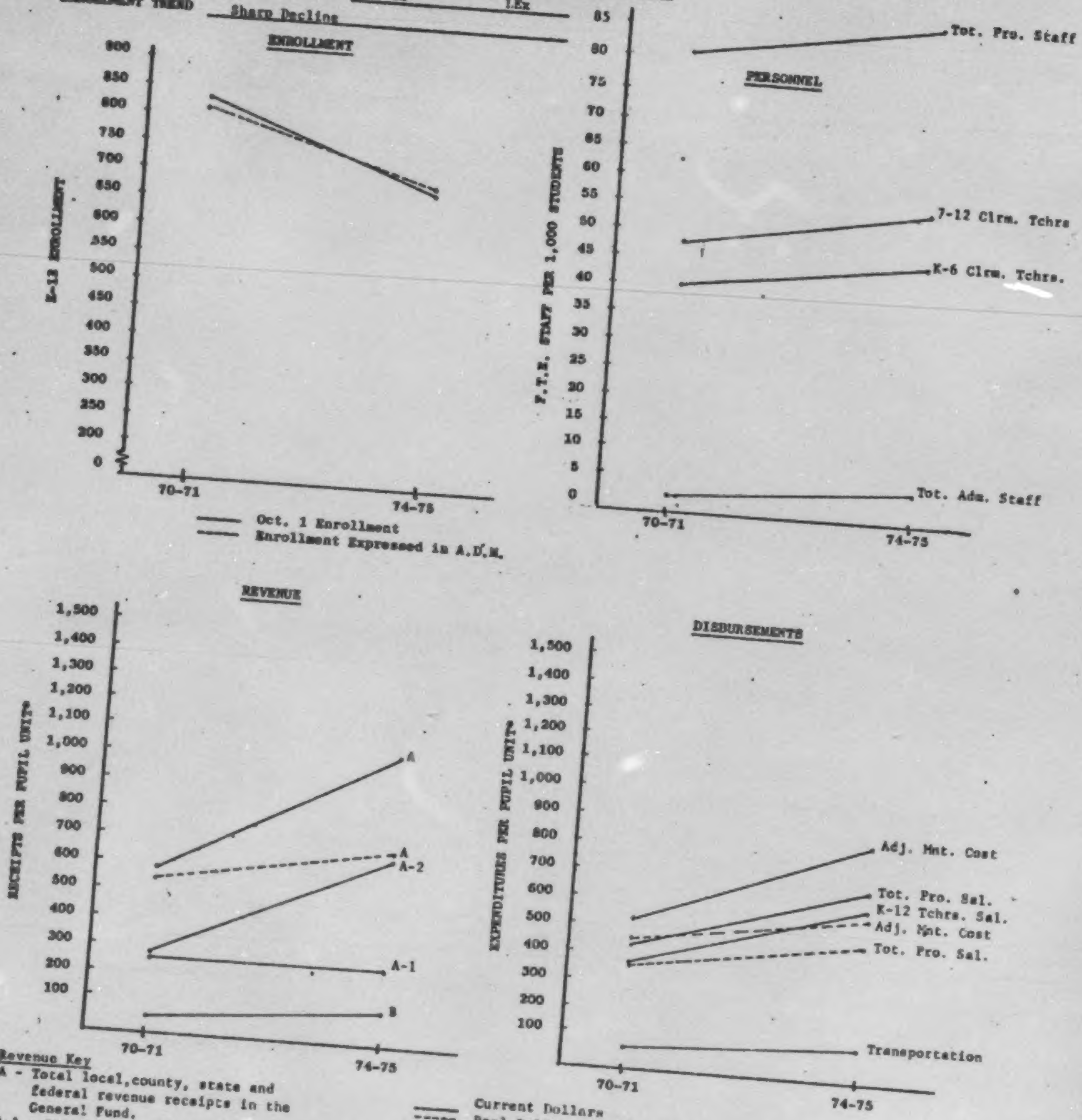
FIGURE 12

A Graphic Presentation of the 1970-71 and 1974-75 Enrollment, F.T.E. Certificated Personnel, Receipts and Disbursements Data by School District

SCHOOL DISTRICT Minneota DIST. # 414

ENROLLMENT AND EXPENDITURE LEVELS LE LEx

ENROLLMENT TREND Sharp Decline



Revenue Key

A - Total local,county, state and federal revenue receipts in the General Fund.

A-1 - Total local revenue receipts in the General Fund

A-2 - Total state revenue receipts in the General Fund

B - Total local, county, state and federal revenue receipts in the Transportation Fund

—— Current Dollars

----- Real Dollars (1967 = 100)

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.)

# COMPARATIVE ANALYSIS OF THE TWELVE DISTRICTS

The following interpretations of the data found in this study should not be considered inclusive. Only those relationships which appear to be of interest and of importance to the work of the Council are discussed. These relationships are presented in outline form for ease of reading and for purposes of brevity.

## Enrollment Trends

An analysis of the elementary (grades 1-6) and secondary (grades 7-12) enrollment trends between 1970-71 and 1974-75 in the 12 school districts reveals the following distinctive characteristics:

- three of the four growth districts have experienced enrollment growth at both the elementary and secondary levels.
- that the four moderate declining districts show enrollment decline at the elementary level while the secondary level is increasing in enrollment.
- that the four sharp declining districts have experienced enrollment decline at both the elementary and secondary levels.

It is interesting to note the similarity in enrollment trends among the school districts within each category. These trends provide support for the enrollment trend parameters used in the selection criteria. It is the relationships between these trends and the other data presented in this study which are of concern. Tables 1-A through 12-A in the Appendix give comprehensive enrollment changes by district.

## Relationships Between Enrollment and FTE Certificated Personnel

FTE Staff per 1000 Students. In all cases, the K-6 classroom teachers per 1000 students ratio and the 7-12 classroom teachers per 1000 students ratio does not include handicapped students in the enrollment component of the ratio. These students are included in the total professional staff per 1000 students and the total administrative staff per 1000 students.

A descriptive analysis of this data reveals the following:

- the total professional staff ratio increased in 10 out of the 12 districts. The two small growth districts, Laporte and Audubon, show a decrease in this ratio.

- there appears to be a consistent increase in the total administrative staff ratio in the 6 small districts regardless of enrollment trend.
- there appears to be no consistent relationship in the total professional staff ratio in the other six larger districts or when all districts are analyzed by enrollment trend.
- with the exception of Elk River, Laporte, Audubon and Preston, the K-6 classroom teacher and 7-12 classroom teacher ratios increased during the period studied. The significance of these changes can be better understood when the class size (classroom teacher/pupil) ratio is considered. In those districts where the FTE classroom teacher ratio per 1000 students has increased, the class size ratio has decreased. In those districts where the FTE classroom teacher ratio per 1000 students has decreased, the class size ratio has increased.

It is not possible to state further implications of these relationships without a more sophisicated analysis which should include a larger sample of school districts than is represented in this study. Table 1-B gives a comprehensive picture of this FTE certificated personnel per 1000 students and the class size ratio for the years 1970-71 and 1974-75 in each school district.

Relationships Between Enrollment and Disbursement, and Enrollment and Revenue

Tables 1-C through 12-C in the Appendix provide a comprehensive picture of the 1970-71 vs. 1974-75 current vs. real per pupil unit costs in disbursements and revenue. These tables reflect the impact of inflation on costs and revenue.

The more significant results of this data might be found in the area of disbursements.

- In terms of the Adjusted Maintenance Cost in current dollars, the educational costs/pupil unit have increased for all school districts in the study.
- The two high enrollment growth districts, Burnsville and Elk River, show a decrease in the Adjusted Maintenance Cost expressed in real dollars. These two districts also have a higher percentage increase in enrollment than the two smaller growth districts. Also, the current dollar increase in AMC for these two districts is not as high as for the other two growth districts.
- In all school districts the total professional salaries, the K-12 teacher salaries, and transportation costs expressed in current dollars have increased. Variations in these costs by school district occur when real dollars are considered.

- In the moderate and sharp declining districts, current dollar increases in the areas of fixed charges and transportation appear to be significantly related to the impact of enrollment decline. These two areas also appear to be less responsive to disbursement adjustments until a reduction in enrollment requires closing of facilities or the reduction in the area within which students are transported. This is further supported when these same costs expressed in real dollars reveal consistent increases.
- In terms of current dollars, the four sharp declining districts appear to have significant increases in administrative and other instructional salaries. These increases range from +67 percent in Minnesota to +1500 percent in South Koochiching. It should be noted that the FTE certificated staff in these areas increased from +9 percent in Richfield to +69 percent in South Koochiching. This would indicate that the declining districts are shifting staffing patterns to expand programs for students in the area of pupil personnel, special education, and/or elementary special subjects. A quick perusal of Table 1-B.1 through 12-B.12 in the Appendix gives a comprehensive view of these staffing patterns.

In the area of revenue receipts the following statements can be made:

- In all school districts total local, county, state, and federal receipts expressed in current dollars have increased from +22 percent in Eveleth to +111 percent in Fosston. Both of these districts are in one of the declining enrollment categories. Any relationships between the type of district as defined by the selection criteria in Table 1 and the percentage increase or decrease in total local, county, state and federal revenue do not appear to be evident in this study.
- There do not appear to be any significant descriptive relationships between specific sources of revenue receipts in the general and transportation funds and enrollment trends. Increases and/or decreases in revenue receipts in these two funds may be more a function of changes in funding formulae than enrollment changes. A more sophisticated analysis must be done to determine significant relationships in this area.

## Relationships Between Staffing Patterns and Enrollment Trends

Tables 1-B.1 through 12-B.12 depict the FTE staffing patterns for each district during the years 1970-71 and 1974-75. Minor variations occur throughout these staffing patterns which do not appear to be significant to the concern of this study. It should be noted that the elementary and secondary enrollments shown on these tables do not include handicapped enrollments. These enrollment figures are included in the total K-12 enrollment figures.

Those changes which do appear to be related to enrollment changes are as follows:

- The classroom teacher FTE at the elementary and secondary level appears to increase or decrease as enrollment at these levels increase or decrease. This is true for all school districts except the secondary levels in the two small growth districts, Laporte and Audubon. In both cases, enrollment increased while the total secondary classroom teacher FTE decreased.
- In all cases, except Audubon, the FTE staff in pupil services, special education and/or elementary special subjects has increased. These increases would tend to indicate expansion of programs for students regardless of enrollment trends. These figures, especially special education, may also be indicative of each school district's response to recent legislative mandates.
- In the classifications of districtwide administrative, supervisory, and special personnel; elementary administration; and, secondary administration, the FTE staff does not show any consistent relationship to the enrollment trends. In most cases, these areas show increases or remain relatively stable regardless of the enrollment trend.

## Summary

The following statements appear to be supported by the data involved in this 12 district study.

1. Those school districts which have a total enrollment increase from 1970-71 to 1974-75 ≥ 10 percent tend to have enrollment increases at both the elementary and secondary leve.

2. Those school districts which have a total enrollment decline of 25 to 75 students and/or < -10 percent decline tend to have fluctuation of enrollments at the elementary and secondary levels.

3. Those school districts which have a total enrollment decline more than 75 students and/or > 10 percent decline tend to have enrollment decline at both the elementary and secondary levels.

4. The total FTE professional staff/1000 student ratio has increased regardless of enrollment trends.

5. The class size ratio (classroom teacher/pupil) has decreased or remained stable in all but one school district.

6. The total FTE professional staff in the areas of pupil personnel, special education, and/or elementary special

subjects have increased in all but one school district. This does not appear to be related to enrollment trends, but rather program needs and/or legislation.

7. Changes in administrative FTE personnel do not appear to be related to enrollment trends. There is no apparent consistency in the relationships of the two factors in these 12 districts.

8. Disbursements expressed in real dollars (1967=100) tend to be more responsive to enrollment trends than do the same costs expressed in current dollars.

9. In all school districts the adjusted maintenance cost per pupil unit expressed in current dollars has increased. This increase does not appear to show any relationship to enrollment trends.

10. Increased revenue receipts in the general and transportation funds may be more a function of the new funding formulas than a result of changing enrollments.

# APPENDIX

## Table 1-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Burnsville DISTRICT NO. 191

ENROLLMENT AND EXPENDITURE LEVELS HE HEx

ENROLLMENT TREND Growth

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 0 | - |
| | 1974-75 | 940 | |
| 1-6 | 1970-71 | 4,624 | +11% |
| | 1974-75 | 5,142 | |
| 7-12 | 1970-71 | 3,157 | +51% |
| | 1974-75 | 4,774 | |
| 1-12 | 1970-71 | 7,781 | +27% |
| | 1974-75 | 9,916 | |
| K-12 | 1970-71 | 7,781 | +40% |
| | 1974-75 | 10,856 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 2.3 | 1 |
| | 1974-75 | 930.6 | 465 |
| 1-6 | 1970-71 | 4,633.1 | 4,633 |
| | 1974-75 | 5,157.0 | 5,157 |
| 7-12 | 1970-71 | 3,135.0 | 4,389 |
| | 1974-75 | 4,736.4 | 6,631 |
| K-12 | 1970-71 | 7,770.4 | 9,023 |
| | 1974-75 | 10,824.0 | 12,253 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 2-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Elk River DISTRICT NO. 728

ENROLLMENT AND EXPENDITURE LEVELS HE LEx

ENROLLMENT TREND Growth

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 252 | +43% |
| | 1974-75 | 361 | |
| 1-6 | 1970-71 | 1,300 | +39% |
| | 1974-75 | 1,805 | |
| 7-12 | 1970-71 | 1,348 | +46% |
| | 1974-75 | 1,968 | |
| 1-12 | 1970-71 | 2,648 | +42% |
| | 1974-75 | 3,773 | |
| K-12 | 1970-71 | 2,900 | +43% |
| | 1974-75 | 4,134 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 245.6 | 123 |
| | 1974-75 | 366.1 | 183 |
| 1-6 | 1970-71 | 1,316.4 | 1,316 |
| | 1974-75 | 1,837.6 | 1,838 |
| 7-12 | 1970-71 | 1,352.7 | 1,894 |
| | 1974-75 | 1,957.6 | 2,741 |
| K-12 | 1970-71 | 2,914.7 | 3,333 |
| | 1974-75 | 4,161.3 | 4,762 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 3-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Laporte DISTRICT NO. 306

ENROLLMENT AND EXPENDITURE LEVELS LE HEx

ENROLLMENT TREND Growth

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 0 | - |
| | 1974-75 | 14 | |
| 1-6 | 1970-71 | 115 | - 1% |
| | 1974-75 | 114 | |
| 7-12 | 1970-71 | 125 | +17% |
| | 1974-75 | 146 | |
| 1-12 | 1970-71 | 240 | + 8% |
| | 1974-75 | 260 | |
| K-12 | 1970-71 | 240 | +14% |
| | 1974-75 | 274 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 0.0 | 0 |
| | 1974-75 | 13.4 | 7 |
| 1-6 | 1970-71 | 113.8 | 114 |
| | 1974-75 | 118.0 | 118 |
| 7-12 | 1970-71 | 123.6 | 173 |
| | 1974-75 | 146.7 | 205 |
| K-12 | 1970-71 | 237.4 | 287 |
| | 1974-75 | 278.1 | 330 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 4-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Audubon DISTRICT NO. 21

ENROLLMENT AND EXPENDITURE LEVELS LE LEx

ENROLLMENT TREND Growth

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 21 | +57% |
| | 1974-75 | 33 | |
| 1-6 | 1970-71 | 170 | +11% |
| | 1974-75 | 189 | |
| 7-12 | 1970-71 | 168 | +17% |
| | 1974-75 | 197 | |
| 1-12 | 1970-71 | 338 | +14% |
| | 1974-75 | 386 | |
| K-12 | 1970-71 | 338 | +24% |
| | 1974-75 | 419 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 24.1 | 12 |
| | 1974-75 | 32.6 | 16 |
| 1-6 | 1970-71 | 159.7 | 160 |
| | 1974-75 | 193.0 | 193 |
| 7-12 | 1970-71 | 168.6 | 236 |
| | 1974-75 | 196.3 | 275 |
| K-12 | 1970-71 | 352.4 | 408 |
| | 1974-75 | 421.9 | 484 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 5-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Cloquet DISTRICT NO. 94

ENROLLMENT AND EXPENDITURE LEVELS HE HEx

ENROLLMENT TREND Moderate Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 241 | -12% |
| | 1974-75 | 211 | |
| 1-6 | 1970-71 | 1,706 | -19% |
| | 1974-75 | 1,389 | |
| 7-12 | 1970-71 | 1,722 | + 7% |
| | 1974-75 | 1,834 | |
| 1-12 | 1970-71 | 3,428 | - 6% |
| | 1974-75 | 3,223 | |
| K-12 | 1970-71 | 3,669 | - 6% |
| | 1974-75 | 3,434 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 243.8 | 122 |
| | 1974-75 | 211.7 | 106 |
| 1-6 | 1970-71 | 1,745.4 | 1,745 |
| | 1974-75 | 1,413.7 | 1,414 |
| 7-12 | 1970-71 | 1,710.9 | 2,395 |
| | 1974-75 | 1,828.1 | 2,559 |
| K-12 | 1970-71 | 3,700.1 | 4,262 |
| | 1974-75 | 3,453.5 | 4,079 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 6-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Fosston DISTRICT NO. 601

ENROLLMENT AND EXPENDITURE LEVELS HE LEx

ENROLLMENT TREND Moderate Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 48 | +23% |
| | 1974-75 | 59 | |
| 1-6 | 1970-71 | 520 | -13% |
| | 1974-75 | 450 | |
| 7-12 | 1970-71 | 577 | + 6% |
| | 1974-75 | 611 | |
| 1-12 | 1970-71 | 1,097 | - 3% |
| | 1974-75 | 1,061 | |
| K-12 | 1970-71 | 1,145 | - 2% |
| | 1974-75 | 1,120 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 51.4 | 26 |
| | 1974-75 | 60.0 | 30 |
| 1-6 | 1970-71 | 523.5 | 524 |
| | 1974-75 | 456.7 | 457 |
| 7-12 | 1970-71 | 571.0 | 799 |
| | 1974-75 | 599.2 | 639 |
| K-12 | 1970-71 | 1,145.9 | 1,349 |
| | 1974-75 | 1,115.9 | 1,126 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 7-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Storden-Jeffers DISTRICT NO. 178

ENROLLMENT AND EXPENDITURE LEVELS LE LEx

ENROLLMENT TREND Moderate Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 49 | -49% |
| | 1974-75 | 25 | |
| 1-6 | 1970-71 | 255 | -16% |
| | 1974-75 | 214 | |
| 7-12 | 1970-71 | 259 | + 1% |
| | 1974-75 | 262 | |
| 1-12 | 1970-71 | 514 | - 7% |
| | 1974-75 | 476 | |
| K-12 | 1970-71 | 563 | -11% |
| | 1974-75 | 501 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 46.0 | 23 |
| | 1974-75 | 24.4 | 12 |
| 1-6 | 1970-71 | 255.1 | 255 |
| | 1974-75 | 214.4 | 214 |
| 7-12 | 1970-71 | 259.8 | 364 |
| | 1974-75 | 262.8 | 368 |
| K-12 | 1970-71 | 560.9 | 642 |
| | 1974-75 | 501.6 | 594 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 8-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Preston DISTRICT NO. 233

ENROLLMENT AND EXPENDITURE LEVELS LE HEx

ENROLLMENT TREND Moderate Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 53 | -19% |
| | 1974-75 | 43 | |
| 1-6 | 1970-71 | 344 | -18% |
| | 1974-75 | 283 | |
| 7-12 | 1970-71 | 341 | + 2% |
| | 1974-75 | 347 | |
| 1-12 | 1970-71 | 685 | - 8% |
| | 1974-75 | 630 | |
| K-12 | 1970-71 | 738 | - 9% |
| | 1974-75 | 673 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 53.2 | 27 |
| | 1974-75 | 44.1 | 22 |
| 1-6 | 1970-71 | 345.9 | 346 |
| | 1974-75 | 287.6 | 288 |
| 7-12 | 1970-71 | 344.2 | 482 |
| | 1974-75 | 351.4 | 492 |
| K-12 | 1970-71 | 743.3 | 855 |
| | 1974-75 | 683.1 | 802 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 9-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Richfield DISTRICT NO. 280

ENROLLMENT AND EXPENDITURE LEVELS HE HEx

ENROLLMENT TREND Sharp Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 742 | -26% |
| | 1974-75 | 546 | |
| 1-6 | 1970-71 | 4,432 | -25% |
| | 1974-75 | 3,328 | |
| 7-12 | 1970-71 | 5,288 | -12% |
| | 1974-75 | 4,643 | |
| 1-12 | 1970-71 | 9,720 | -18% |
| | 1974-75 | 7,971 | |
| K-12 | 1970-71 | 10,462 | -19% |
| | 1974-75 | 8,517 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 734.7 | 367 |
| | 1974-75 | 539.7 | 270 |
| 1-6 | 1970-71 | 4,403.6 | 4,404 |
| | 1974-75 | 3,348.2 | 3,348 |
| 7-12 | 1970-71 | 5,278.5 | 7,390 |
| | 1974-75 | 4,629.9 | 6,482 |
| K-12 | 1970-71 | 10,416.8 | 12,161 |
| | 1974-75 | 8,517.8 | 10,100 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 10-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT Eveleth DISTRICT NO. 697

ENROLLMENT AND EXPENDITURE LEVELS HE LEx

ENROLLMENT TREND Sharp Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71<br>1974-75 | 122<br>93 | -24% |
| 1-6 | 1970-71<br>1974-75 | 857<br>699 | -18% |
| 7-12 | 1970-71<br>1974-75 | 984<br>956 | - 3% |
| 1-12 | 1970-71<br>1974-75 | 1,841<br>1,655 | -10% |
| K-12 | 1970-71<br>1974-75 | 1,963<br>1,748 | -11% |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 104.3 | 52 |
|  | 1974-75 | 95.2 | 48 |
| 1-6 | 1970-71 | 877.4 | 877 |
|  | 1974-75 | 699.7 | 700 |
| 7-12 | 1970-71 | 979.8 | 1,372 |
|  | 1974-75 | 961.8 | 1,347 |
| K-12 | 1970-71 | 1,961.5 | 2,301 |
|  | 1974-75 | 1,756.7 | 2,095 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 11-A

This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.

SCHOOL DISTRICT South Koochiching DISTRICT NO. 363

ENROLLMENT AND EXPENDITURE LEVELS LE HEx

ENROLLMENT TREND Sharp Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 0 | - |
| | 1974-75 | 16 | |
| 1-6 | 1970-71 | 236 | -29% |
| | 1974-75 | 167 | |
| 7-12 | 1970-71 | 252 | - 6% |
| | 1974-75 | 236 | |
| 1-12 | 1970-71 | 488 | -17% |
| | 1974-75 | 403 | |
| K-12 | 1970-71 | 488 | -14% |
| | 1974-75 | 419 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 1.0 | .50 |
| | 1974-75 | 20.7 | 10 |
| 1-6 | 1970-71 | 287.7 | 288 |
| | 1974-75 | 210.0 | 210 |
| 7-12 | 1970-71 | 239.9 | 336 |
| | 1974-75 | 233.6 | 327 |
| K-12 | 1970-71 | 528.6 | 624.5 |
| | 1974-75 | 464.3 | 547 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## Table 12-A

**This table depicts 1970-71 and 1974-75 enrollments in the fall of each year, in average daily membership (A.D.M.), and in pupil units in A.D.M.**

SCHOOL DISTRICT Minneota DISTRICT NO. 414

ENROLLMENT AND EXPENDITURE LEVELS LE LEx

ENROLLMENT TREND Sharp Decline

### A. FALL ENROLLMENT

| GRADES | YEAR | ENROLLMENT | % CHANGE |
|---|---|---|---|
| K | 1970-71 | 63 | -17% |
| | 1974-75 | 52 | |
| 1-6 | 1970-71 | 307 | -32% |
| | 1974-75 | 210 | |
| 7-12 | 1970-71 | 472 | -13% |
| | 1974-75 | 409 | |
| 1-12 | 1970-71 | 779 | -21% |
| | 1974-75 | 619 | |
| K-12 | 1970-71 | 842 | -20% |
| | 1974-75 | 671 | |

### B. AVERAGE DAILY MEMBERSHIP

| GRADES | YEAR | ENROLLMENT | PUPIL UNITS* |
|---|---|---|---|
| K | 1970-71 | 62.7 | 31 |
| | 1974-75 | 54.2 | 27 |
| 1-6 | 1970-71 | 303.4 | 303 |
| | 1974-75 | 210.2 | 210 |
| 7-12 | 1970-71 | 467.6 | 655 |
| | 1974-75 | 418.8 | 585 |
| K-12 | 1970-71 | 833.7 | 989 |
| | 1974-75 | 683.2 | 822 |

* Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kindergarten, 1.0 - Elementary, 1.4 - Secondary) to the Enrollment expressed in Average Daily Membership (A.D.M.).

## TABLE 1-B

### FTE Professional Staff Per 1000 Students<br>and<br>Class Size Ratios by School District

|  | FTE Professional Staff Per 1000 Students |  |  |  |  |  |  |  |  |  |  |  |  |  | Class Size Ratio* |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Total Administration |  | Pupil Personnel |  | Special Education |  | K-6 Classroom Teachers |  | 7-12 Classroom Teachers |  | Other Instructional Staff |  | Total Professional Staff |  | K-6 Class Size |  | 7-12 Class Size |  |
|  | 1970 | 1974 | 1970 | 1974 | 1970 | 1974 | 1970 | 1974 | 1970 | 1974 | 1970 | 1974 | 1970 | 1974 | 1970 | 1974 | 1970 | 1974 |
| Burnsville | 3.21 | 3.39 | 2.17 | 2.30 | 2.34 | 3.33 | 40.15 | 40.72 | 47.93 | 49.52 | .68 | 1.40 | 49.31 | 51.85 | 25 | 25 | 21 | 20 |
| Elk River | 3.28 | 3.05 | 3.24 | 2.66 | 3.26 | 2.90 | 36.93 | 44.04 | 42.77 | 4.204 | 1.03 | 1.50 | 47.77 | 49.51 | 27 | 23 | 23 | 24 |
| Audubon | 2.96 | 6.37 | 5.33 | 0.00 | 2.96 | .60 | 36.65 | 42.44 | 60.71 | 54.37 | 0.00 | 1.34 | 65.09 | 52.63 | 27 | 24 | 16 | 18 |
| Laporte | 4.16 | 4.27 | 1.67 | 5.73 | 0.00 | 4.96 | 55.13 | 49.77 | 73.28 | 60.77 | 1.83 | 3.07 | 70.83 | 67.59 | 18 | 20 | 14 | 16 |
| Cloquet | 3.82 | 3.74 | 3.00 | 4.08 | 2.18 | 4.75 | 45.72 | 49.91 | 74.72 | 52.87 | 5.14 | 5.63 | 53.63 | 61.84 | 22 | 20 | 21 | 19 |
| Fosston | 3.49 | 4.02 | 2.45 | 3.57 | 2.62 | 3.13 | 41.98 | 55.01 | 56.26 | 58.63 | 2.04 | 1.78 | 55.11 | 65.07 | 24 | 18 | 18 | 17 |
| Preston | 3.83 | 5.94 | 3.08 | 3.27 | 0.00 | 0.00 | 50.38 | 50.80 | 49.27 | 48.59 | 1.36 | 2.60 | 54.74 | 55.90 | 20 | 20 | 20 | 21 |
| Storden-Jeffers | 3.46 | 5.99 | 1.26 | 4.99 | 1.78 | 3.59 | 40.33 | 65.13 | 30.89 | 63.44 | 1.51 | 3.41 | 40.80 | 73.91 | 25 | 15 | 32 | 16 |
| Richfield | 3.48 | 4.23 | 3.42 | 4.79 | 2.49 | 3.85 | 35.76 | 48.41 | 47.62 | 51.79 | .29 | 1.59 | 49.89 | 60.65 | 28 | 21 | 21 | 19 |
| Eveleth | 3.04 | 2.40 | 2.16 | 2.86 | 2.98 | 4.00 | 38.29 | 41.28 | 46.44 | 48.46 | .98 | 2.04 | 49.03 | 52.52 | 26 | 24 | 22 | 21 |
| S. Koochiching | 2.86 | 5.18 | 3.48 | 3.58 | 0.00 | 3.58 | 45.22 | 69.40 | 74.37 | 74.24 | 1.37 | 2.86 | 65.80 | 81.67 | 22 | 14 | 14 | 14 |
| Minnesota | 2.62 | 4.47 | .23 | 1.59 | 1.19 | .89 | 40.27 | 44.58 | 47.93 | 53.35 | 1.54 | .74 | 82.03 | 87.99 | 25 | 22 | 21 | 19 |

*Class size ratio is a ratio of classroom teachers to enrollment.

SCHOOL DISTRICT Burnsville
DISTRICT NUMBER 191

### TABLE 1-C
### 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HE HEx
ENROLLMENT TREND Growth

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 727 | | 625 | | 102 |
| | 1974-75 | 924 | +27% | 626 | ±.0% | 298 |
| | Difference= | +197 | | + 1 | | |
| K-12 Teachers Salaries | 1970-71 | 406 | | 349 | | 57 |
| | 1974-75 | 488 | +20% | 330 | - 5% | 158 |
| | Difference= | + 82 | | - 19 | | |
| Administration and Other Instructional Salaries | 1970-71 | 89 | | 77 | | 12 |
| | 1974-75 | 121 | +36% | 82 | + 6% | 39 |
| | Difference= | + 32 | | + 5 | | |
| Total Professional Salaries | 1970-71 | 495 | | 426 | | 69 |
| | 1974-75 | 609 | +23% | 412 | - 3% | 197 |
| | Difference= | +114 | | - 14 | | |
| Operation and Maintenance of Plant | 1970-71 | 94 | | 81 | | 13 |
| | 1974-75 | 108 | +15% | 73 | -10% | 35 |
| | Difference= | + 14 | | - 8 | | |
| Fixed Charges | 1970-71 | 33 | | 28 | | 5 |
| | 1974-75 | 25 | -24% | 17 | -39% | 8 |
| | Difference= | - 8 | | - 11 | | |
| Transportation | 1970-71 | 40 | | 34 | | 6 |
| | 1974-75 | 52 | +30% | 35 | + 3% | 17 |
| | Difference= | + 12 | | + 1 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 454 | | 390 | | 64 |
| | 1974-75 | 468 | + 3% | 317 | -19% | 151 |
| | Difference= | + 14 | | - 73 | | |
| Total County Receipts | 1970-71 | 2 | | 1 | | 1 |
| | 1974-75 | 2 | ± 0% | 1 | -22% | 1 |
| | Difference= | ± 0 | | ± 0 | | |
| Total State Receipts | 1970-71 | 344 | | 296 | | 48 |
| | 1974-75 | 593 | +72% | 402 | +36% | 191 |
| | Difference= | +249 | | +106 | | |
| Total Federal Receipts | 1970-71 | 21 | | 18 | | 3 |
| | 1974-75 | 26 | +24% | 18 | ±0% | 8 |
| | Difference= | + 5 | | ± 0 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 822 | | 707 | | 115 |
| | 1974-75 | 1089 | +32% | 737 | + 4% | 352 |
| | Difference= | +267 | | + 30 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 37 | | 32 | | 5 |
| | 1974-75 | 66 | +78% | 45 | +41% | 21 |
| | Difference= | + 29 | | + 13 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).
**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Elk River
DISTRICT NUMBER 728

## TABLE 2-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HE LEx
ENROLLMENT TREND Growth

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| **A. DISBURSEMENTS** | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 649 | | 558 | | 91 |
| | 1974-75 | 817 | +26% | 553 | - 1% | 264 |
| | Difference= | +168 | | - 5 | | |
| K-12 Teachers Salaries | 1970-71 | 376 | | 323 | | 53 |
| | 1974-75 | 433 | +15% | 293 | - 3% | 140 |
| | Difference= | + 57 | | - 30 | | |
| Administration and Other Instructional Salaries | 1970-71 | 107 | | 92 | | 15 |
| | 1974-75 | 123 | +15% | 83 | -10% | 40 |
| | Difference= | + 16 | | - 9 | | |
| Total Professional Salaries | 1970-71 | 484 | | 416 | | 68 |
| | 1974-75 | 557 | +15% | 377 | - 9% | 180 |
| | Difference= | + 73 | | - 39 | | |
| Operation and Maintenance of Plant | 1970-71 | 63 | | 56 | | 9 |
| | 1974-75 | 114 | +75% | 77 | +38% | 37 |
| | Difference= | + 49 | | + 21 | | |
| Fixed Charges | 1970-71 | 29 | | 25 | | 4 |
| | 1974-75 | 38 | +31% | 26 | + 4% | 8 |
| | Difference= | + 9 | | + 1 | | |
| Transportation | 1970-71 | 78 | | 67 | | 11 |
| | 1974-75 | 94 | +21% | 64 | - 4% | 30 |
| | Difference= | + 16 | | - 3 | | |
| **B. REVENUE RECEIPTS--GENERAL FUND** | | | | | | |
| Total Local Receipts | 1970-71 | 298 | | 256 | | 42 |
| | 1974-75 | 194 | -35% | 131 | -49% | 63 |
| | Difference= | -104 | | -125 | | |
| Total County Receipts | 1970-71 | 11 | | 9 | | 2 |
| | 1974-75 | 9 | -18% | 6 | -33% | 3 |
| | Difference= | - 2 | | - 3 | | |
| Total State Receipts | 1970-71 | 517 | | 444 | | 73 |
| | 1974-75 | 847 | +64% | 573 | +29% | 274 |
| | Difference= | +330 | | +129 | | |
| Total Federal Receipts | 1970-71 | 13 | | 11 | | 2 |
| | 1974-75 | 6 | -54% | 4 | -64% | 2 |
| | Difference= | - 7 | | - 7 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 838 | | 720 | | 118 |
| | 1974-75 | 1057 | +26% | 715 | - 1% | 342 |
| | Difference= | +219 | | - 5 | | |
| **C. REVENUE RECEIPTS--TRANSPORTATION FUND** | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 72 | | 62 | | 10 |
| | 1974-75 | 99 | +38% | 67 | + 8% | 32 |
| | Difference= | + 27 | | + 5 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).
**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Laporte
DISTRICT NUMBER 306

ENROLLMENT AND EXPENDITURE LEVELS LE HEx
ENROLLMENT TREND Growth

## TABLE 3-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| **A. DISBURSEMENTS** | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 705 | | 606 | | 99 |
| | 1974-75 | 1022 | + 45% | 692 | +14% | 330 |
| | Difference= | +317 | | + 82 | | |
| K-12 Teachers Salaries | 1970-71 | 448 | | 385 | | 63 |
| | 1974-75 | 574 | + 28% | 389 | +-1% | 185 |
| | Difference= | +126 | | + 4 | | |
| Administration and Other Instructional Salaries | 1970-71 | 56 | | 48 | | 8 |
| | 1974-75 | 51 | - 9% | 34 | -29% | 17 |
| | Difference= | - 5 | | - 14 | | |
| Total Professional Salaries | 1970-71 | 504 | | 433 | | 71 |
| | 1974-75 | 625 | + 24% | 423 | - 2% | 202 |
| | Difference= | +121 | | - 10 | | |
| Operation and Maintenance of Plant | 1970-71 | 87 | | 75 | | 12 |
| | 1974-75 | 147 | + 69% | 99 | +32% | 48 |
| | Difference= | + 60 | | + 24 | | |
| Fixed Charges | 1970-71 | 37 | | 32 | | 5 |
| | 1974-75 | 72 | + 95% | 49 | +53% | 23 |
| | Difference= | + 35 | | + 17 | | |
| Transportation | 1970-71 | 58 | | 50 | | 8 |
| | 1974-75 | 108 | + 86% | 73 | + 4% | 35 |
| | Difference= | | | | | |
| **B. REVENUE RECEIPTS--GENERAL FUND** | | | | | | |
| Total Local Receipts | 1970-71 | 318 | | 273 | | 45 |
| | 1974-75 | 168 | - 47% | 114 | -58% | 54 |
| | Difference= | -150 | | -159 | | |
| Total County Receipts | 1970-71 | 9 | | 8 | | 1 |
| | 1974-75 | 15 | + 67% | 10 | +25% | 5 |
| | Difference= | + 6 | | + 2 | | |
| Total State Receipts | 1970-71 | 373 | | 320 | | 53 |
| | 1974-75 | 826 | +121% | 559 | +75% | 267 |
| | Difference= | +453 | | +239 | | |
| Total Federal Receipts | 1970-71 | 38 | | 33 | | 5 |
| | 1974-75 | 16 | - 55% | 11 | -67% | 5 |
| | Difference= | - 22 | | - 22 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 757 | | 651 | | 106 |
| | 1974-75 | 1025 | + 35% | 694 | + 7% | 331 |
| | Difference= | +268 | | + 43 | | |
| **C. REVENUE RECEIPTS--TRANSPORTATION FUND** | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 55 | | 47 | | 8 |
| | 1974-75 | 129 | +135% | 87 | +85% | 42 |
| | Difference= | + 74 | | + 40 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).
**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Audubon
DISTRICT NUMBER 21

ENROLLMENT AND EXPENDITURE LEVELS LE LEx
ENROLLMENT TREND Growth

## TABLE 4-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 548 | | 471 | | 77 |
| | 1974-75 | 904 | + 65% | 612 | +30% | 292 |
| | Difference= | +356 | | +141 | | |
| K-12 Teachers Salaries | 1970-71 | 287 | | 247 | | 40 |
| | 1974-75 | 350 | + 22% | 237 | - 4% | 113 |
| | Difference= | + 63 | | - 10 | | |
| Administration and Other Instructional Salaries | 1970-71 | 99 | | 85 | | 14 |
| | 1974-75 | 151 | + 53% | 102 | +20% | 49 |
| | Difference= | + 52 | | + 17 | | |
| Total Professional Salaries | 1970-71 | 386 | | 332 | | 52 |
| | 1974-75 | 501 | + 30% | 339 | + 2% | 162 |
| | Difference= | +115 | | + 7 | | |
| Operation and Maintenance of Plant | 1970-71 | 70 | | 60 | | 10 |
| | 1974-75 | 80 | + 14% | 54 | -10% | 26 |
| | Difference= | + 10 | | - 6 | | |
| Fixed Charges | 1970-71 | 27 | | 23 | | 4 |
| | 1974-75 | 48 | + 78% | 32 | +39% | 16 |
| | Difference= | + 21 | | + 9 | | |
| Transportation | 1970-71 | 60 | | 52 | | 8 |
| | 1974-75 | 98 | + 63% | 66 | +27% | 32 |
| | Difference= | + 38 | | + 14 | | |
| B. REVENUE RECEIPTS—GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 224 | | 193 | | 31 |
| | 1974-75 | 221 | - 1% | 150 | -22% | 71 |
| | Difference= | - 3 | | - 43 | | |
| Total County Receipts | 1970-71 | 9 | | 8 | | 1 |
| | 1974-75 | 12 | + 33% | 8 | ± 0% | 4 |
| | Difference= | + 3 | | ± 0 | | |
| Total State Receipts | 1970-71 | 324 | | 279 | | 45 |
| | 1974-75 | 709 | +119% | 480 | +72% | 229 |
| | Difference= | +384 | | +201 | | |
| Total Federal Receipts | 1970-71 | 33 | | 28 | | 5 |
| | 1974-75 | 24 | + 27% | 16 | -43% | 8 |
| | Difference= | - 9 | | - 12 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 590 | | 507 | | 83 |
| | 1974-75 | 966 | +64% | 654 | +29% | 312 |
| | Difference= | +376 | | +147 | | |
| C. REVENUE RECEIPTS—TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 55 | | 47 | | 8 |
| | 1974-75 | 143 | +160% | 97 | +106% | 46 |
| | Difference= | + 88 | | + 50 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Cloquet
DISTRICT NUMBER 94

## TABLE 5-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HE HEx
ENROLLMENT TREND Moderate Decline

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 739 | | 635 | | 104 |
| | 1974-75 | 1070 | + 45% | 724 | + 14% | 346 |
| | Difference= | +331 | | + 89 | | |
| K-12 Teachers Salaries | 1970-71 | 422 | | 363 | | 59 |
| | 1974-75 | 595 | + 41% | 403 | + 11% | 192 |
| | Difference= | +173 | | + 40 | | |
| Administration and Other Instructional Salaries | 1970-71 | 99 | | 85 | | 14 |
| | 1974-75 | 136 | + 37% | 92 | + 8% | 44 |
| | Difference= | | | + 7 | | |
| Total Professional Salaries | 1970-71 | 521 | | 448 | | 73 |
| | 1974-75 | 731 | + 40% | 495 | + 10% | 236 |
| | Difference= | +210 | | + 47 | | |
| Operation and Maintenance of Plant | 1970-71 | 86 | | 74 | | 12 |
| | 1974-75 | 127 | + 48% | 86 | + 16% | 41 |
| | Difference= | + 41 | | + 12 | | |
| Fixed Charges | 1970-71 | 34 | | 29 | | 5 |
| | 1974-75 | 51 | + 50% | 35 | + 21% | 16 |
| | Difference= | + 17 | | + 6 | | |
| Transportation | 1970-71 | 40 | | 34 | | 6 |
| | 1974-75 | 62 | + 55% | 42 | + 24% | 20 |
| | Difference= | + 22 | | + 8 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 413 | | 355 | | 58 |
| | 1974-75 | 217 | - 49% | 147 | - 59% | 70 |
| | Difference= | -201 | | -208 | | |
| Total County Receipts | 1970-71 | 7 | | 6 | | 1 |
| | 1974-75 | 0 | -100% | 0 | -100% | - |
| | Difference= | - 7 | | - 6 | | |
| Total State Receipts | 1970-71 | 357 | | 307 | | 50 |
| | 1974-75 | 803 | +125% | 544 | + 77% | 259 |
| | Difference= | +446 | | +237 | | |
| Total Federal Receipts | 1970-71 | 17 | | 15 | | 2 |
| | 1974-75 | 37 | +118% | 25 | + 67% | 12 |
| | Difference= | + 20 | | + 10 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 794 | | 683 | | 111 |
| | 1974-75 | 1111 | + 40% | 752 | + 10% | 359 |
| | Difference= | +317 | | + 69 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 32 | | 27 | | 5 |
| | 1974-75 | 53 | + 66% | 36 | + 33% | 17 |
| | Difference= | + 21 | | + 9 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Fosston
DISTRICT NUMBER 601

## TABLE 6-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HE LEx
ENROLLMENT TREND Moderate Decline

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 546 | | 469 | | 77 |
| | 1974-75 | 995 | + 82% | 674 | + 44% | 321 |
| | Difference= | +449 | | +205 | | |
| K-12 Teachers Salaries | 1970-71 | 382 | | 328 | | 54 |
| | 1974-75 | 678 | + 77% | 459 | + 40% | 219 |
| | Difference= | +296 | | +131 | | |
| Administration and Other Instructional Salaries | 1970-71 | 63 | | 54 | | 9 |
| | 1974-75 | 97 | + 54% | 66 | + 22% | 31 |
| | Difference= | + 34 | | + 12 | | |
| Total Professional Salaries | 1970-71 | 445 | | 382 | | 63 |
| | 1974-75 | 775 | + 74% | 525 | + 37% | 14 |
| | Difference= | +330 | | +143 | | |
| Operation and Maintenance of Plant | 1970-71 | 71 | | 61 | | 10 |
| | 1974-75 | 125 | + 76% | 85 | + 39% | 40 |
| | Difference= | + 54 | | + 24 | | |
| Fixed Charges | 1970-71 | 22 | | 19 | | 3 |
| | 1974-75 | 57 | +159% | 39 | +105% | 18 |
| | Difference= | + 35 | | + 20 | | |
| Transportation | 1970-71 | 52 | | 45 | | 7 |
| | 1974-75 | 111 | +113% | 75 | + 67% | 36 |
| | Difference= | + 59 | | + 30 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 210 | | 180 | | 30 |
| | 1974-75 | 168 | - 20% | 114 | - 37% | 54 |
| | Difference= | - 42 | | - 66 | | |
| Total County Receipts | 1970-71 | 18 | | 15 | | 3 |
| | 1974-75 | 18 | ± 0% | 12 | - 20% | 6 |
| | Difference= | ± 0 | | - 3 | | |
| Total State Receipts | 1970-71 | 343 | | 295 | | 48 |
| | 1974-75 | 1007 | +194% | 682 | +131% | 325 |
| | Difference= | +664 | | +387 | | |
| Total Federal Receipts | 1970-71 | 37 | | 32 | | 5 |
| | 1974-75 | 88 | +138% | 60 | + 88% | 28 |
| | Difference= | + 51 | | + 28 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 608 | | 523 | | 85 |
| | 1974-75 | 1281 | +111% | 860 | + 64% | 421 |
| | Difference= | +673 | | +337 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 47 | | 40 | | 7 |
| | 1974-75 | 120 | +155% | 81 | +103% | 39 |
| | Difference= | + 73 | | + 41 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Storden Jeffers
DISTRICT NUMBER 178

TABLE 7-C
1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS
IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS LE HEx
ENROLLMENT TREND Moderate Decline

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 791 | | 680 | | 111 |
| | 1974-75 | 1071 | + 35% | 725 | + 7% | 346 |
| | Difference= | +280 | | + 45 | | |
| K-12 Teachers Salaries | 1970-71 | 531 | | 457 | | 74 |
| | 1974-75 | 600 | + 25% | 406 | - 11% | 194 |
| | Difference= | +131 | | - 51 | | |
| Administration and Other Instructional Salaries | 1970-71 | 193 | | 166 | | 27 |
| | 1974-75 | 148 | - 23% | 100 | - 40% | 48 |
| | Difference= | - 45 | | - 66 | | |
| Total Professional Salaries | 1970-71 | 724 | | 622 | | 102 |
| | 1974-75 | 748 | + 3% | 506 | - 19% | 242 |
| | Difference= | + 24 | | -116 | | |
| Operation and Maintenance of Plant | 1970-71 | 114 | | 98 | | 16 |
| | 1974-75 | 132 | + 16% | 89 | - 9% | 43 |
| | Difference= | + 18 | | - 9 | | |
| Fixed Charges | 1970-71 | 24 | | 21 | | 3 |
| | 1974-75 | 55 | +129% | 37 | + 76% | 18 |
| | Difference= | + 31 | | + 16 | | |
| Transportation | 1970-71 | 60 | | 52 | | 8 |
| | 1974-75 | 80 | + 33% | 54 | + 4% | 26 |
| | Difference= | + 20 | | + 2 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 474 | | 408 | | 66 |
| | 1974-75 | 526 | + 11% | 356 | - 13% | 170 |
| | Difference= | + 52 | | - 52 | | |
| Total County Receipts | 1970-71 | 4 | | 3 | | 1 |
| | 1974-75 | 4 | ± 0% | 3 | ± 0% | 1 |
| | Difference= | ± 0 | | ± 0 | | |
| Total State Receipts | 1970-71 | 179 | | 154 | | 25 |
| | 1974-75 | 637 | +256% | 431 | +180% | 206 |
| | Difference= | +458 | | +277 | | |
| Total Federal Receipts | 1970-71 | 0 | | 0 | | 0 |
| | 1974-75 | 38 | --- | 26 | --- | 12 |
| | Difference= | + 38 | | + 26 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 656 | | 564 | | 92 |
| | 1974-75 | 1205 | + 84% | 816 | - 45% | 389 |
| | Difference= | +549 | | +252 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 151 | | 130 | | 11 |
| | 1974-75 | 111 | - 26% | 75 | - 42% | 36 |
| | Difference= | - 40 | | - 55 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).
**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Preston
DISTRICT NUMBER 233

ENROLLMENT AND EXPENDITURE LEVELS LE LEx
ENROLLMENT TREND Moderate Decline

## TABLE 8-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 666 | | 573 | | 93 |
| | 1974-75 | 875 | +31% | 592 | +3% | 283 |
| | Difference= | +209 | | +19 | | |
| K-12 Teachers Salaries | 1970-71 | 440 | | 378 | | 62 |
| | 1974-75 | 608 | +38% | 412 | +9% | 196 |
| | Difference= | +168 | | +34 | | |
| Administration and Other Instructional Salaries | 1970-71 | 54 | | 46 | | 8 |
| | 1974-75 | 120 | +122% | 81 | +76% | 39 |
| | Difference= | +66 | | +35 | | |
| Total Professional Salaries | 1970-71 | 494 | | 425 | | 69 |
| | 1974-75 | 728 | +47% | 493 | +16% | 235 |
| | Difference= | +234 | | +68 | | |
| Operation and Maintenance of Plant | 1970-71 | 86 | | 74 | | 12 |
| | 1974-75 | 105 | +22% | 71 | -4% | 34 |
| | Difference= | +19 | | -3 | | |
| Fixed Charges | 1970-71 | 22 | | 19 | | 3 |
| | 1974-75 | 60 | +178% | 41 | +116% | 19 |
| | Difference= | +38 | | +22 | | |
| Transportation | 1970-71 | 61 | | 52 | | 9 |
| | 1974-75 | 81 | +33% | 54 | +4% | 27 |
| | Difference= | +20 | | +2 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 283 | | 243 | | 40 |
| | 1974-75 | 262 | -7% | 177 | -27% | 85 |
| | Difference= | -21 | | -66 | | |
| Total County Receipts | 1970-71 | 10 | | 9 | | 1 |
| | 1974-75 | 10 | ±0% | 7 | -22% | 3 |
| | Difference= | ±0 | | -2 | | |
| Total State Receipts | 1970-71 | 395 | | 340 | | 55 |
| | 1974-75 | 719 | +82% | 487 | +43% | |
| | Difference= | +324 | | +147 | | |
| Total Federal Receipts | 1970-71 | - | | - | | - |
| | 1974-75 | - | - | - | - | - |
| | Difference= | - | | - | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 689 | | 592 | | 97 |
| | 1974-75 | 991 | +44% | 671 | +13% | 320 |
| | Difference= | +302 | | +79 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 59 | | 51 | | 8 |
| | 1974-75 | 132 | +124% | 89 | +75% | 43 |
| | Difference= | +73 | | +38 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Richfield
DISTRICT NUMBER 280

## TABLE 9-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS HE HEx
ENROLLMENT TREND Sharp Decline

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967-100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 845 | | 727 | | 118 |
| | 1974-75 | 1161 | +37% | 786 | +8% | 375 |
| | Difference= | +316 | | +59 | | |
| K-12 Teachers Salaries | 1970-71 | 503 | | 433 | | 70 |
| | 1974-75 | 628 | +25% | 425 | -2% | 203 |
| | Difference= | +125 | | -8 | | |
| Administration and Other Instructional Salaries | 1970-71 | 100 | | 86 | | 14 |
| | 1974-75 | 184 | +84% | 125 | +45% | 59 |
| | Difference= | +84 | | +39 | | |
| Total Professional Salaries | 1970-71 | 603 | | 518 | | 85 |
| | 1974-75 | 812 | +35% | 549 | +6% | 263 |
| | Difference= | +209 | | +31 | | |
| Operation and Maintenance of Plant | 1970-71 | 102 | | 88 | | 14 |
| | 1974-75 | 146 | +43% | 99 | +13% | 47 |
| | Difference= | +44 | | +11 | | |
| Fixed Charges | 1970-71 | 50 | | 43 | | 7 |
| | 1974-75 | 80 | +60% | 54 | +26% | 26 |
| | Difference= | +30 | | +11 | | |
| Transportation | 1970-71 | 23 | | 20 | | 3 |
| | 1974-75 | 38 | +65% | 26 | +30% | 12 |
| | Difference= | +15 | | +6 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 547 | | 470 | | 77 |
| | 1974-75 | 569 | +4% | 385 | -18% | 184 |
| | Difference= | +22 | | -85 | | |
| Total County Receipts | 1970-71 | 4 | | 3 | | 1 |
| | 1974-75 | 2 | +50% | 1 | -67% | 1 |
| | Difference= | -2 | | -2 | | |
| Total State Receipts | 1970-71 | 39 | | 34 | | 5 |
| | 1974-75 | 571 | +1364% | 387 | +1009% | 184 |
| | Difference= | +532 | | +343 | | |
| Total Federal Receipts | 1970-71 | 6 | | 5 | | 1 |
| | 1974-75 | 22 | +267% | 15 | +200% | 7 |
| | Difference= | +16 | | +10 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 595 | | 512 | | 83 |
| | 1974-75 | 1164 | +96% | 788 | +54% | 376 |
| | Difference= | +569 | | +276 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | - | | - | | - |
| | 1974-75 | 39 | - | 26 | - | 13 |
| | Difference= | +39 | | +26 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).
**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Eveleth
DISTRICT NUMBER 697

ENROLLMENT AND EXPENDITURE LEVELS HE LEX
ENROLLMENT TREND Sharp Decline

### TABLE 10-C
### 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 647 | | 556 | | 91 |
| | 1974-75 | 860 | +33% | 582 | +5% | 278 |
| | Difference= | +213 | | +26 | | |
| K-12 Teachers Salaries | 1970-71 | 382 | | 328 | | 54 |
| | 1974-75 | 458 | +20% | 310 | -5% | 148 |
| | Difference= | +76 | | -18 | | |
| Administration and Other Instructional Salaries | 1970-71 | 56 | | 48 | | 8 |
| | 1974-75 | 96 | +71% | 65 | +35% | 31 |
| | Difference= | +40 | | +17 | | |
| Total Professional Salaries | 1970-71 | 438 | | 377 | | 61 |
| | 1974-75 | 554 | +26% | 375 | -1% | 179 |
| | Difference= | +116 | | -2 | | |
| Operation and Maintenance of Plant | 1970-71 | 108 | | 93 | | 15 |
| | 1974-75 | 140 | +30% | 95 | +2% | 45 |
| | Difference= | +32 | | +2 | | |
| Fixed Charges | 1970-71 | 39 | | 34 | | 5 |
| | 1974-75 | 75 | +92% | 51 | +50% | 24 |
| | Difference= | +36 | | +17 | | |
| Transportation | 1970-71 | 46 | | 40 | | 6 |
| | 1974-75 | 68 | +48% | 46 | +15% | 22 |
| | Difference= | +22 | | +6 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 240 | | 206 | | 34 |
| | 1974-75 | 106 | -56% | 72 | -65% | 34 |
| | Difference= | -134 | | -134 | | |
| Total County Receipts | 1970-71 | 6 | | 5 | | 1 |
| | 1974-75 | 9 | +50% | 6 | +20% | 3 |
| | Difference= | +3 | | +1 | | |
| Total State Receipts | 1970-71 | 521 | | 448 | | 73 |
| | 1974-75 | 825 | +58% | 558 | +23% | 267 |
| | Difference= | +304 | | +110 | | |
| Total Federal Receipts | 1970-71 | 19 | | 16 | | 3 |
| | 1974-75 | 12 | -37% | 8 | -50% | 4 |
| | Difference= | -7 | | -8 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 786 | | 676 | | 110 |
| | 1974-75 | 950 | +21% | 643 | -5% | 307 |
| | Difference= | +164 | | -33 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 39 | | 33 | | 6 |
| | 1974-75 | 60 | +54% | 41 | +24% | 19 |
| | Difference= | +21 | | +8 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT South Koochiching
DISTRICT NUMBER 363

ENROLLMENT AND EXPENDITURE LEVELS LE HEx
ENROLLMENT TREND Sharp Decline

## TABLE 11-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| A. DISBURSEMENTS | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 682 | | 586 | | 96 |
| | 1974-75 | 1227 | +80% | 831 | +42% | 396 |
| | Difference= | +545 | | +245 | | |
| K-12 Teachers Salaries | 1970-71 | 456 | | 392 | | 64 |
| | 1974-75 | 521 | +14% | 353 | -10% | 168 |
| | Difference= | +65 | | -39 | | |
| Administration and Other Instructional Salaries | 1970-71 | 4 | | 3 | | 1 |
| | 1974-75 | 64 | +1500% | 43 | +1333% | 21 |
| | Difference= | +60 | | +40 | | |
| Total Professional Salaries | 1970-71 | 460 | | 396 | | 64 |
| | 1974-75 | 585 | +27% | 396 | ±0% | 189 |
| | Difference= | +125 | | ±0 | | |
| Operation and Maintenance of Plant | 1970-71 | 104 | | 89 | | 15 |
| | 1974-75 | 123 | +18% | 83 | -7% | 40 |
| | Difference= | +19 | | -6 | | |
| Fixed Charges | 1970-71 | 56 | | 48 | | 8 |
| | 1974-75 | 89 | +59% | 60 | +25% | 29 |
| | Difference= | +33 | | +12 | | |
| Transportation | 1970-71 | 87 | | 75 | | 12 |
| | 1974-75 | 127 | +46% | 86 | +15% | 41 |
| | Difference= | +40 | | +11 | | |
| B. REVENUE RECEIPTS--GENERAL FUND | | | | | | |
| Total Local Receipts | 1970-71 | 147 | | 126 | | 21 |
| | 1974-75 | 226 | +54% | 153 | +21% | 73 |
| | Difference= | +79 | | +27 | | |
| Total County Receipts | 1970-71 | - | | - | | - |
| | 1974-75 | 25 | - | 17 | - | 8 |
| | Difference= | +25 | | +17 | | |
| Total State Receipts | 1970-71 | 458 | | 394 | | 64 |
| | 1974-75 | 896 | +96% | 607 | +54% | 289 |
| | Difference= | +438 | | +213 | | |
| Total Federal Receipts | 1970-71 | 26 | | 22 | | 4 |
| | 1974-75 | 57 | +119% | 39 | +77% | 18 |
| | Difference= | +31 | | +17 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 631 | | 543 | | 88 |
| | 1974-75 | 1204 | +91% | 815 | +50% | 389 |
| | Difference= | +573 | | +272 | | |
| C. REVENUE RECEIPTS--TRANSPORTATION FUND | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 86 | | 74 | | 12 |
| | 1974-75 | 155 | +80% | 105 | +42% | 50 |
| | Difference= | +69 | | +31 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).

**The Consumer Price Index is used to deflate the current dollars.

SCHOOL DISTRICT Minneota
DISTRICT NUMBER 414

## TABLE 12-C
## 1970-71 and 1974-75 CURRENT VS. REAL PUPIL UNIT* COSTS IN DISBURSEMENTS AND REVENUE RECEIPTS

ENROLLMENT AND EXPENDITURE LEVELS LE LE*
ENROLLMENT TREND Sharp Decline

| UNITS COSTS | YEAR | CURRENT | % CHANGE | REAL (1967=100)** | % CHANGE | IMPACT OF INFLATION ON UNIT COSTS |
|---|---|---|---|---|---|---|
| **A. DISBURSEMENTS** | | | | | | |
| Adjusted Maintenance Cost | 1970-71 | 512 | | 440 | | 72 |
| | 1974-75 | 817 | +60% | 553 | +26% | 264 |
| | Difference= | +305 | | +113 | | |
| K-12 Teachers Salaries | 1970-71 | 368 | | 316 | | 52 |
| | 1974-75 | 591 | +61% | 400 | +37% | 191 |
| | Difference= | +223 | | +116 | | |
| Administration and Other Instructional Salaries | 1970-71 | 46 | | 40 | | 6 |
| | 1974-75 | 77 | +67% | 52 | +30% | 25 |
| | Difference= | +31 | | +12 | | |
| Total Professional Salaries | 1970-71 | 414 | | 356 | | 58 |
| | 1974-75 | 668 | +61% | 452 | +27% | 216 |
| | Difference= | +254 | | +96 | | |
| Operation and Maintenance of Plant | 1970-71 | 51 | | 44 | | 7 |
| | 1974-75 | 98 | +92% | 66 | +50% | 32 |
| | Difference= | +47 | | +22 | | |
| Fixed Charges | 1970-71 | 16 | | 14 | | 2 |
| | 1974-75 | 29 | +81% | 20 | +43% | 9 |
| | Difference= | +13 | | +6 | | |
| Transportation | 1970-71 | 47 | | 40 | | 7 |
| | 1974-75 | 73 | +55% | 49 | +23% | 24 |
| | Difference= | +26 | | +9 | | |
| **B. REVENUE RECEIPTS--GENERAL FUND** | | | | | | |
| Total Local Receipts | 1970-71 | 246 | | 212 | | 34 |
| | 1974-75 | 267 | +9% | 181 | -15% | 86 |
| | Difference= | +21 | | -31 | | |
| Total County Receipts | 1970-71 | 61 | | 52 | | 9 |
| | 1974-75 | 8 | -87% | 5 | -90% | 3 |
| | Difference= | -53 | | -47 | | |
| Total State Receipts | 1970-71 | 279 | | 240 | | 39 |
| | 1974-75 | 635 | +128% | 430 | +79% | 205 |
| | Difference= | +356 | | +190 | | |
| Total Federal Receipts | 1970-71 | 8 | | 7 | | 1 |
| | 1974-75 | 102 | +1175% | 69 | +886% | 33 |
| | Difference= | +94 | | +62 | | |
| Total Local, County, State and Federal Receipts | 1970-71 | 594 | | 511 | | 83 |
| | 1974-75 | 1012 | +70% | 685 | +34% | 327 |
| | Difference= | +418 | | +174 | | |
| **C. REVENUE RECEIPTS--TRANSPORTATION FUND** | | | | | | |
| Total Local, County and State Receipts | 1970-71 | 46 | | 40 | | 6 |
| | 1974-75 | 95 | +107% | 64 | +60% | 31 |
| | Difference= | +49 | | +24 | | |

*Per Pupil Unit is a measure of school district size resulting from the application of weighting factors (0.5 - Kndg., 1.0 - Elem., 1.4 - Sec.) to the Enrollment expressed in Average Daily Membership (A.D.M.).
**The Consumer Price Index is used to deflate the current dollars.

TABLE 1-B.1

## 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Burnsville DIST. # 191
ENROLLMENT AND EXPENDITURE LEVELS HE HEx
ENROLLMENT TREND Growth

| A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF<br>Classification | 1970-71<br>(K-12 Enrollment = 7,781) | 1974-75<br>(K-12 Enrollment = 10,856) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Asst. Superintendent, Secondary | 1.00 | 1.00 |
| Asst. Superintendent, Elementary | 1.00 | 1.00 |
| Asst. Superintendent, All Instruction | .50 | -- |
| Asst. Superintendent, Personnel | .50 | 1.00 |
| School Business Manager | 1.00 | 1.00 |
| Director of Special Education | 1.00 | 1.00 |
| Director of Athletics | 1.00 | 1.00 |
| Director of Vocational Education | 1.00 | -- |
| Local Elementary and Soc. Prog. Director | -- | 1.00 |
| Director of Federal Programs | 1.00 | 1.00 |
| Other Admin., Supv., or Spec. Assignments | 1.00 | 2.17 |
| Administrative Intern | -- | 3.50 |
| Career Development, Secondary | -- | .40 |
| Supervisor of Mathematics | -- | .64 |
| Supervisor of Social Sciences | -- | 1.14 |
| Media Supervisor | -- | 2.00 |
| Coordinator of Curriculum | .50 | 1.00 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling Secondary | 6.00 | 10.00 |
| Librarian | 7.90 | 11.00 |
| School Psychologist | 1.00 | 3.00 |
| School Nurse | 2.00 | 1.00 |
| 3. Special Education Services | | |
| Educable Mentally Retarded | 3.00 | 6.60 |
| Speech Correction | 7.00 | 8.00 |
| Learning Disabled | 8.00 | 21.60 |
| Other Special Education | .18 | -- |
| TOTAL F.T.E. DISTRICTWIDE STAFF | 45.08 | 81.05 |

| B. ELEMENTARY F.T.E. PROFESSIONAL STAFF<br>Classification | 1970-71<br>(K-6 Enrollment = 4,624) | 1974-75<br>(K-6 Enrollment = 6,059) |
|---|---|---|
| 1. Administration | | |
| Principals and Asst. Principals | 10.00 | 7.00 |
| 2. Elementary Special Subjects | | |
| Physical Education | 1.09 | 7.20 |
| Elementary Music | 4.23 | 8.00 |
| 3. Instructional | (1-6 Enrollment = 4,624) | (1-6 Enrollment = 5,119) |
| Grades 1-6 | 172.00 | 205.50 |
| | (Kdg. Enrollment = 0) | (Kdg. Enrollment = 940) |
| Kindergarten | -- | 19.00 |
| TOTAL F.T.E. ELEMENTARY STAFF | 187.32 | 246.70 |

| C. SECONDARY F.T.E. PROFESSIONAL STAFF<br>Classification | 1970-71<br>(7-12 Enrollment = 3,157) | 1974-75<br>(7-12 Enrollment = 4,748) |
|---|---|---|
| 1. Administration | | |
| Principals and Asst. Principals | 5.00 | 10.00 |
| 2. Instructional | | |
| Art | 6.03 | 11.00 |
| Business Office Education | 7.30 | 8.17 |
| Distributive Education | 1.00 | 1.00 |
| English-Speech-Dramatic Arts | 30.09 | 42.78 |
| Foreign Language | 8.54 | 13.61 |
| Health, Physical Education | 15.93 | 28.75 |
| Home Economics | 5.00 | 10.10 |
| Industrial Arts | 10.60 | 13.83 |
| Mathematics | 18.00 | 28.41 |
| Music | 5.20 | 9.09 |
| Natural Science | 14.17 | 21.40 |
| Social Sciences | 24.43 | 34.97 |
| Trades and Industrial | -- | 1.00 |
| Driver's Education | -- | 1.00 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 151.29 | 235.11 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 383.69 | 562.86 |

TABLE 2-B.2

### 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Elk River DIST. # 728
ENROLLMENT AND EXPENDITURE LEVELS ME LEx
ENVIRONMENT TREND Growth

A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-12 Enrollment = 2,900) | 1974-75 (K-12 Enrollment = 4,134) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Director of Elementary Education | 1.00 | 1.00 |
| Director of Special Education | 1.00 | — |
| Director of Audio-Visual Education | — | 1.00 |
| Coordinator of Audio-Vidual Education | 1.00 | — |
| Director of Athletics | — | .60 |
| Other Admin., Supv. or Spec. Pers. | .71 | 1.00 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | 4.00 | 3.00 |
| Librarian | 4.40 | 6.00 |
| School Nurse | 1.00 | 1.00 |
| School Social Worker | — | 1.00 |
| 3. Special Education Services | | |
| Educable Mentally Retarded | 3.00 | 2.67 |
| Speech Correction | 2.00 | 2.00 |
| Emotionally Disturbed and Socially Maladjusted | — | .50 |
| Learning Disabled | 4.45 | 6.83 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 23.56 | 27.60 |

B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-6 Enrollment = 1,552) | 1974-75 (K-6 Enrollment = 2,162) |
|---|---|---|
| 1. Administration | | |
| Principals | 2.81 | 4.00 |
| 2. Elementary Special Subjects | | |
| Physical Education | — | 2.50 |
| Music | 3.00 | 3.70 |
| 3. Instructional | (1-6 Enrollment = 1,300) | (1-6 Enrollment = 1,801) |
| Grades 1-6 | 45.00 | 78.00 |
| | (Kdg. Enrollment = 252) | (Kdg. Enrollment = 361) |
| Kindergarten | 6.50 | 7.00 |
| TOTAL F.T.E. ELEMENTARY STAFF | 57.31 | 95.20 |

C. SECONDARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (7-12 Enrollment = 1,348) | 1974-75 (7-12 Enrollment = 1,948) |
|---|---|---|
| 1. Administration | | |
| Principals and Asst. Principal | 2.00 | 4.00 |
| 2. Instructional | | |
| Agriculture | 1.00 | 1.00 |
| Art | 2.00 | 4.20 |
| Business and Office Education | 3.00 | 4.20 |
| Distributive Education | — | 1.00 |
| English-Speech-Dramatic Arts | 12.45 | 11.10 |
| Foreign Languages | 1.00 | .40 |
| Health, Physical Education | 4.93 | 8.45 |
| Home Economics | 2.00 | 4.20 |
| Industrial Arts | 5.00 | 7.00 |
| Mathematics | 6.00 | 9.80 |
| Music | 1.36 | 5.00 |
| Natural Sciences | 6.49 | 9.20 |
| Social Sciences | 8.55 | 11.53 |
| Driver's Education | 1.37 | .81 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 57.65 | 81.89 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 138.52 | 204.69 |

## TABLE 3-B.3

### 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Laporte DIST. # 306
ENROLLMENT AND EXPENDITURE LEVELS LE HEx
ENVIRONMENT TREND Growth

| A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF | 1970-71 (K-12 Enrollment = 240) | 1974-75 (K-12 Enrollment = 274) |
|---|---|---|
| Classification | | |
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | .50 (on ½ time leave) |
| 2. Pupil Personnel Services | | |
| Librarian | .40 | .57 |
| Remedial Reading | -- | 1.00 |
| 3. Special Education | | |
| Learning Disabled | -- | 1.36 |
| 4. Special Subjects | | |
| Music | .10 | .07 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 1.50 | 3.50 |

| B. ELEMENTARY F.T.E. PROFESSIONAL STAFF | 1970-71 (K-6 Enrollment = 115) | 1974-75 (K-6 Enrollment = 126) |
|---|---|---|
| Classification | | |
| 1. Administration | | |
| Principal | Teaching Principal (0 F.T.E) | -- |
| 2. Elementary Special Subjects | | |
| Physical Education | -- | .40 |
| Music | .34 | .37 |
| 3. Instructional | | |
| Grades 1-6 | (1-6 Enrollment = 115)<br>6.00 | (1-6 Enrollment = 112)<br>5.00 |
| Kindergarten | (Kdg. Enrollment = 0)<br>-- | (Kdg. Enrollment = 14)<br>.50 |
| TOTAL F.T.E. ELEMENTARY STAFF | 6.34 | 6.27 |

| C. SECONDARY F.T.E. PROFESSIONAL STAFF | 1970-71 (7-12 Enrollment = 125) | 1974-75 (7-12 Enrollment = 144) |
|---|---|---|
| Classification | | |
| 1. Administration | | |
| Principals | Teaching Principal ( 0 F.T.E.) | .67 |
| 2. Instructional | | |
| Art | .13 | .10 |
| Business and Office Education | .83 | 1.00 |
| English-Speech-Dramatic Arts | 1.97 | 1.02 |
| Foreign Language | .32 | .22 |
| Health, Physical Education | .87 | .93 |
| Home Economics | .87 | .90 |
| Industrial Arts | .80 | .80 |
| Mathematics | 1.46 | 1.03 |
| Music | .22 | .55 |
| Natural Sciences | .79 | .20 |
| Social Sciences | .90 | 1.07 |
| Driver's Education | -- | .26 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 9.16 | 8.75 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 17.00 | 18.52 |

## TABLE 4-B.4

## 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Audubon DIST. # 21
ENROLLMENT AND EXPENDITURE LEVELS LE LEx
ENVIRONMENT TREND Growth

| A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF | 1970-71 (K-12 Enrollment = 359) | 1974-75 (K-12 Enrollment = 419) |
|---|---|---|
| **Classification** | | |
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Coordinator of Health | -- | .67 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling | 1.00 | -- |
| Librarian | 1.80 | -- |
| 3. Special Education Services | | |
| Educable Mentally Retarded | .25 | .25 |
| Trainable Mentally Retarded | .25 | -- |
| Emotionally Disturbed and Socially Malajusted | .25 | -- |
| Learning Disabled | .25 | -- |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 4.80 | 1.92 |

| B. ELEMENTARY F.T.E. PROFESSIONAL STAFF | 1970-71 (K-6 Enrollment = 191) | 1974-75 (K-6 Enrollment = 222) |
|---|---|---|
| **Classification** | | |
| 1. Administration | | |
| Principal | 1 Teaching Principal (0 F.T.E.) | .17 |
| 2. Elementary Special Subjects | | |
| Elementary Music | -- | .56 |
| 3. Instructional | (1-6 Enrollment = 170) | (1-6 Enrollment = 189) |
| Grades 1-6 | 7.00 | 7.69 |
| | (Kdg. Enrollment = 21) | (Kdg. Enrollment = 33) |
| Kindergarten | -- | 1.00 |
| TOTAL F.T.E. ELEMENTARY STAFF | 7.00 | 9.42 |

| C. SECONDARY F.T.E. PROFESSIONAL STAFF | 1970-71 (7-12 Enrollment = 168) | 1974-75 (7-12 Enrollment = 197) |
|---|---|---|
| **Classification** | | |
| 1. Administration | | |
| Principal and Asst. Prin. | -- | .83 |
| 2. Instructional | | |
| Agriculture | 1.00 | .75 |
| Art | -- | .33 |
| Business and Office Education | 2.60 | 1.00 |
| Distributive Education | -- | -- |
| English-Speech-Dramatic Arts | 1.70 | 1.60 |
| Foreign Languages | .40 | -- |
| Health, Physical Education | 1.10 | 1.06 |
| Home Economics | 1.00 | 1.00 |
| Industrial Arts | -- | .40 |
| Mathematics | .80 | .85 |
| Music | -- | 1.04 |
| Natural Sciences | 2.20 | 1.17 |
| Social Sciences | .40 | 1.17 |
| Trades and Industrial | -- | -- |
| Driver's Education | -- | .34 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 10.20 | 10.71 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 22.00 | 22.05 |

## TABLE 5-B.5

### 1970-71 and 1974-75 Professional Certificated Staff
### Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Cloquet DIST. # 94
ENROLLMENT AND EXPENDITURE LEVELS HE HEx
ENVIRONMENT TREND Moderate Decline

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71<br>(K-12 Enrollment = 3,669) | 1974-75<br>(K-12 Enrollment = 3,434) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Director of Elementary Education | 1.50 | — |
| Director of Audio-Visual Education | 1.00 | 1.00 |
| Director of Special Education | 1.00 | 1.00 |
| Other Admin., Supv. or Spec. Pers. | | |
| Administrative Intern | 1.00 | -- |
| Administrative Assistant | -- | 1.00 |
| Coordinator of Special Needs | -- | .25 |
| Director, Sec. Voc. Center | -- | .56 |
| Work Exper. Disadvantaged | -- | .05 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | 4.00 | 4.00 |
| Guidance and Counseling, Elementary | 2.00 | 2.00 |
| Librarian | 5.00 | 5.00 |
| School Nurse | 2.00 | 2.00 |
| Reading Consultant | -- | 1.00 |
| Remedial Reading | — | 2.00 |
| 3. Special Education Services | | |
| Educable Mentally Retarded | 3.00 | 2.00 |
| Trainable Mentally Retarded | -- | 2.00 |
| Speech Correction | 2.00 | 3.31 |
| Learning Disabled | 4.00 | 9.00 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 27.50 | 37.17 |

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71<br>(K-6 Enrollment = 1,947) | 1974-75<br>(K-6 Enrollment = 1,593) |
|---|---|---|
| 1. Administration | | |
| Principal | 4.50 | 4.00 |
| 2. Elementary Special Subjects | | |
| Physical Education | 3.00 | 3.00 |
| Music | 5.00 | 4.00 |
| 3. Instructional | (1-6 Enrollment = 1,706) | (1-6 Enrollment = 1,382) |
| Grades 1-6 | 70.00 | 64.50 |
| | (Kdg. Enrollment = 241) | (Kdg. Enrollment = 211) |
| Kindergarten | 4.50 | 4.00 |
| TOTAL F.T.E. ELEMENTARY STAFF | 87.00 | 79.50 |

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71<br>(7-12 Enrollment = 1,722) | 1974-75<br>(7-12 Enrollment = 1,810) |
|---|---|---|
| 1. Administration | | |
| Principal and Asst. Prin. | 4.00 | 4.00 |
| 2. Auxilliary | | |
| 3. Instructional | | |
| Agriculture | 0.00 | 0.00 |
| Art | 2.00 | 4.00 |
| Business and Office Education | 5.00 | 5.00 |
| Distributive Education | 1.00 | .70 |
| English-Speech-Dramatic Arts | 19.00 | 19.78 |
| Foreign Languages | 4.00 | 1.91 |
| Health, Physical Education | 4.16 | 7.19 |
| Home Economics | 5.00 | 6.00 |
| Industrial Arts | 7.00 | 6.15 |
| Mathematics | 11.00 | 12.65 |
| Music | 6.00 | 6.00 |
| Natural Sciences | 8.00 | 11.35 |
| Social Sciences | 13.14 | 17.07 |
| Trades and Industrial | -- | 1.44 |
| Driver's Education | .86 | .44 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 82.16 | 95.68 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 196.66 | 212.35 |

## TABLE 6-B.6

## 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Fosston DIST. # 601
ENROLLMENT AND EXPENDITURE LEVELS HE LEx
ENVIRONMENT TREND Moderate Decline

A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71<br>(K-12 Enrollment = 1,145) | 1974-75<br>(K-12 Enrollment = 1,120) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Work Expor. Disadvantaged | -- | .50 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | .80 | 1.00 |
| Librarian | 1.00 | 2.00 |
| Remedial Reading | 1.00 | 1.00 |
| 3. Special Education Services | | |
| Educable Mentally Retarded | -- | 1.50 |
| Speech Correction | -- | 1.00 |
| Emotionally Disturbed and Socially Maladjusted | -- | 1.00 |
| Learning Disabled | 3.00 | -- |
| 4. Special Subjects | | |
| Music | -- | 1.00 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 6.80 | 10.00 |

B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71<br>(K-6 Enrollment = 568) | 1974-75<br>(K-6 Enrollment = 509) |
|---|---|---|
| 1. Administration | | |
| Principal | 1.00 | 1.00 |
| 2. Elementary Special Subjects | | |
| Physical Education | 1.00 | 1.00 |
| Music | 1.34 | -- |
| 3. Instructional | (1-6 Enrollment = 520) | (1-6 Enrollment = 450) |
| Grades 1-6 | 19.00 | 24.00 |
| | (Kdg. Enrollment = 48) | (Kdg. Enrollment = 59) |
| Kindergarten | 1.50 | 2.00 |
| TOTAL F.T.E. ELEMENTARY STAFF | 23.84 | 28.00 |

C. SECONDARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71<br>(7-12 Enrollment = 577) | 1974-75<br>(7-12 Enrollment = 595) |
|---|---|---|
| 1. Administration | | |
| Principal and Asst. Principal | 2.00 | 2.00 |
| 2. Instructional | | |
| Agriculture | 2.00 | 2.48 |
| Art | 1.00 | 2.00 |
| Business and Office Education | 2.00 | 2.00 |
| English-Speech-Dramatic Arts | 5.20 | 5.60 |
| Foreign Languages | .82 | 1.00 |
| Health Occupations | -- | 1.00 |
| Health, Physical Education | 3.00 | 3.00 |
| Home Economics | 2.00 | 2.20 |
| Industrial Arts | 1.00 | 1.00 |
| Mathematics | 3.20 | 3.60 |
| Music | 1.66 | 1.00 |
| Natural Sciences | 3.68 | 3.80 |
| Social Sciences | 4.40 | 3.40 |
| Driver's Education | .50 | .80 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 32.46 | 34.88 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 63.10 | 72.88 |

## TABLE 7-B.7

### 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Stordon Joffers DIST. # 178
ENROLLMENT AND EXPENDITURE LEVELS LE HEx
ENVIRONMENT TREND Moderate Decline

### A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-12 Enrollment = 563) | 1974-75 (K-12 Enrollment = 501) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | -- | .50 |
| Librarian | .71 | 2.00 |
| 3. Special Education | | |
| Educable Mentally Retarded | 1.00 | 1.00 |
| Learning Disabled | -- | .20 |
| 4. Special Subjects | | |
| Art | -- | .60 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 2.71 | 5.30 |

### B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-6 Enrollment = 304) | 1974-75 (K-6 Enrollment = 232) |
|---|---|---|
| 1. Administration | | |
| Principals | .55 | 1.00 |
| 2. Elementary Special Subjects | | |
| Physical Education | -- | .81 |
| Music | .85 | .30 |
| 3. Instructional | (1-6 Enrollment = 255) | (1-6 Enrollment = 207) |
| Grades 1-6 | 10.86 | 12.00 |
| | (Kdg. Enrollment = 49) | (Kdg. Enrollment = 25) |
| Kindergarten | -- | 1.00 |
| TOTAL F.T.E. ELEMENTARY STAFF | 12.26 | 15.11 |

### C. SECONDARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (7-12 Enrollment = 259) | 1974-75 (7-12 Enrollment = 262) |
|---|---|---|
| 1. Administration | | |
| Principal and Asst. Principal | .40 | 1.00 |
| 2. Instructional | | |
| Agriculture | -- | 2.00 |
| Art | .20 | -- |
| Business and Office Education | -- | 1.00 |
| English-Speech-Dramatic Arts | 1.29 | 2.40 |
| Foreign Languages | .20 | .20 |
| Health, Physical Education | 1.00 | .84 |
| Home Economics | 1.00 | 1.00 |
| Industrial Arts | .80 | 1.40 |
| Mathematics | 1.00 | 1.77 |
| Music | .51 | 1.23 |
| Natural Sciences | .60 | 1.34 |
| Social Sciences | 1.00 | 2.43 |
| Driver's Education | -- | .17 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 8.00 | 16.62 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 22.97 | 37.03 |

TABLE 8-B.8

1970-71 and 1974-75 Professional Certificated Staff
Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Preston DIST. # 233
ENROLLMENT AND EXPENDITURE LEVELS LE LEx
ENVIRONMENT TREND Moderate Decline

A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-12 Enrollment = 738) | 1974-75 (K-12 Enrollment = 673) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Coordinator of Audio-Visual Education | .33 | .50 |
| Director of Federal Programs | — | .50 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | 1.00 | .20 |
| Librarian | 1.27 | 1.00 |
| Remedial Reading | — | 1.00 |
| 3. Special Education | — | — |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 3.60 | 4.20 |

B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-6 Enrollment = 397) | 1974-75 (K-6 Enrollment = 326) |
|---|---|---|
| 1. Administration | | |
| Principals | .50 | 1.00 |
| 2. Elementary Special Subjects | | |
| Physical Education | — | .81 |
| Music | 1.00 | 1.23 |
| Elementary Art | — | .52 |
| 3. Instructional | (1-6 Enrollment = 344) | (1-6 Enrollment = 283) |
| Grades 1-6 | 17.00 | 12.00 |
| | (Kdg. Enrollment = 53) | (Kdg. Enrollment = 43) |
| Kindergarten | 1.50 | 1.00 |
| TOTAL F.T.E. ELEMENTARY STAFF | 20.00 | 16.56 |

C. SECONDARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (7-12 Enrollment = 341) | 1974-75 (7-12 Enrollment = 347) |
|---|---|---|
| 1. Administration | | |
| Principal and Asst. Prin. | 1.00 | 1.00 |
| 2. Instructional | | |
| Agriculture | 1.00 | 1.00 |
| Art | .60 | .48 |
| Business and Office Education | 1.00 | 1.00 |
| English-Speech-Dramatic Arts | 2.00 | 2.40 |
| Foreign Languages | .40 | .40 |
| Health, Physical Education | 1.20 | 1.18 |
| Home Economics | 1.00 | 1.00 |
| Industrial Arts | 1.00 | 1.40 |
| Mathematics | 1.63 | 2.00 |
| Music | 1.00 | 1.78 |
| Natural Sciences | 2.17 | 2.00 |
| Social Sciences | 2.80 | 3.03 |
| Driver's Education | — | .19 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 16.80 | 18.86 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 40.40 | 37.62 |

## TABLE 9-B.9

### 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Richfield  DIST. # 280
ENROLLMENT AND EXPENDITURE LEVELS HE HEx
ENVIRONMENT TREND Sharp Decline

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71 (K-12 Enrollment = 10 462) | 1974-75 (K-12 Enrollment = 8,517) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Asst. Super., Personnel | 1.00 | 1.00 |
| Director of Elementary Education | 1.00 | 1.00 |
| Director of Secondary Education | 1.00 | 1.00 |
| School Business Manager | 1.00 | 1.00 |
| Director of Special Education | 1.00 | 1.00 |
| Director of Athletics | 1.00 | 1.00 |
| Director of Audio-Visual Education | 1.00 | -- |
| Other Admin., Supv., or Spec. Assign. | 15.40 | 11.00 |
| Media Supervisor | -- | 2.00 |
| Work Evaluation Coordinator | -- | 1.00 |
| Work Experienced, Disadvantaged | -- | 1.00 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | 12.80 | 12.80 |
| Librarian | 11.00 | 4.00 |
| Media Generalist | -- | 11.03 |
| School Psychologist | 4.00 | 4.00 |
| School Nurse | 7.00 | 5.00 |
| Remedial Reading | 1.00 | -- |
| 3. Special Education | | |
| Educable Mentally Retarded | 5.00 | 5.00 |
| Trainable Mentally Retarded | 7.00 | -- |
| Speech Correction | 7.00 | 5.00 |
| Emotionally Disturbed and Socially Maladjusted | 1.00 | 8.80 |
| Learning Disabled | 6.00 | 14.00 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 85.20 | 91.63 |

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71 (K-6 Enrollment = 5,174) | 1974-75 (K-6 Enrollment = 3,851) |
|---|---|---|
| 1. Administration | | |
| Principals | 7.00 | 9.00 |
| 2. Elementary Special Subjects | | |
| Physical Education | 3.00 | 5.30 |
| Music | -- | 8.20 |
| 3. Instructional | | |
| Grades 1-6 | (1-6 Enrollment = 4,432)<br>161.00 | (1-6 Enrollment = 3,305)<br>151.93 |
| Kindergarten | (Kdg. Enrollment = 742)<br>14.00 | (Kdg. Enrollment = 546)<br>12.00 |
| TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF | 185.00 | 186.43 |

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71 (7-12 Enrollment = 5,288) | 1974-75 (7-12 Enrollment = 4,606) |
|---|---|---|
| 1. Administration | | |
| Principal and Asst. Prin. | 6.00 | 5.00 |
| 2. Instructional | | |
| Art | 14.00 | 13.40 |
| Business and Office Education | 9.60 | 11.50 |
| Distributive Education | 1.60 | 1.50 |
| English-Speech-Dramatic Arts | 51.10 | 41.60 |
| Foreign Languages | 11.20 | 10.74 |
| Health, Physical Education | 20.40 | 19.60 |
| Home Economics | 10.60 | 10.60 |
| Industrial Arts | 18.00 | 16.60 |
| Mathematics | 30.20 | 28.00 |
| Music | 11.10 | 8.90 |
| Natural Sciences | 26.60 | 26.00 |
| Trades and Industrial | 41.40 | 42.07 |
| Driver's Education | -- | 2.00 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 251.80 | 238.51 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 522.00 | 516.57 |

## TABLE 10-B.10

### 1970-71 and 1974-75 Professional Certificated Staff
### Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Eveleth DIST. # 607
ENROLLMENT AND EXPENDITURE LEVELS HE LEx
ENVIRONMENT TREND Sharp Decline

### A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-12 Enrollment = 1,963) | 1974-75 (K-12 Enrollment = 1,748) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| Director of Elementary Education | 1.00 | .50 |
| Director of Athletics | .57 | .20 |
| Other Admin., Supv. or Spec. Pers. | .40 | — |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | 1.24 | 2.00 |
| Librarian | 3.00 | 3.00 |
| 3. Special Education | | |
| Educable Mentally Retarded | .86 | 1.00 |
| Trainable Mentally Retarded | 1.00 | 1.00 |
| Speech Correction | 1.00 | 1.00 |
| Learning Disabled | 3.00 | 4.00 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 13.07 | 13.70 |

### B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-6 Enrollment = 979) | 1974-75 (K-6 Enrollment = 777) |
|---|---|---|
| 1. Administration | | |
| Principals | 1.00 | .50 |
| 2. Elementary Special Subjects | | |
| Physical Education | — | 1.89 |
| Music | 1.93 | 1.68 |
| 3. Instructional | (1-6 Enrollment = 857) | (1-6 Enrollment = 684) |
| Grades 1-6 | 32.55 | 26.00 |
| Kindergarten | (Kdg. Enrollment = 122)<br>2.00 | (Kdg. Enrollment = 93)<br>2.00 |
| TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF | 37.48 | 32.07 |

### C. SECONDARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (7-12 Enrollment = 984) | 1974-75 (7-12 Enrollment = 950) |
|---|---|---|
| 1. Administration | | |
| Principal | 2.00 | 2.00 |
| 2. Instructional | | |
| Art | 2.45 | 2.00 |
| Business and Office Education | 2.00 | 1.43 |
| Distributive Education | .60 | 7.50 |
| English-Speech-Dramatic Arts | 7.20 | 3.74 |
| Foreign Languages | 1.15 | — |
| Health, Physical Education | 4.57 | 3.74 |
| Home Economics | 1.00 | 1.12 |
| Industrial Arts | 4.60 | 5.28 |
| Mathematics | 5.60 | 5.40 |
| Music | 2.27 | 1.32 |
| Natural Sciences | 5.40 | 5.40 |
| Social Sciences | 6.35 | 6.70 |
| Driver's Education | .50 | .40 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 45.69 | 46.03 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 96.24 | 91.80 |

## TABLE 11-B.11

### 1970-71 and 1974-75 Professional Certificated Staff Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT South Koochiching DIST. # 383
ENROLLMENT AND EXPENDITURE LEVELS LE HEx
ENVIRONMENT TREND Sharp Decline

**A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71 (K-12 Enrollment = 488) | 1974-75 (K-12 Enrollment = 419) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| 2. Pupil Personnel Services | | |
| Librarian | .70 | 1.00 |
| Remedial Reading | 1.00 | .50 |
| 3. Special Education | | |
| Educable Mentally Retarded | -- | 1.00 |
| Learning Disabled | -- | .50 |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 2.70 | 4.00 |

**B. ELEMENTARY F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71 (K-6 Enrollment = 236) | 1974-75 (K-6 Enrollment = 183) |
|---|---|---|
| 1. Administration | | |
| Principal | Teaching Principal (0 F.T.E.) | .03 |
| 2. Elementary Special Subjects | | |
| Music | .17 | .63 |
| Elementary Art | .50 | .57 |
| 3. Instructional | (1-6 Enrollment = 236) | (1-6 Enrollment = 167) |
| Grades 1-6 | 10.00 | 10.97 |
| | (Kdg. Enrollment = 0) | (Kdg. Enrollment = 16) |
| Kindergarten | -- | .50 |
| TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF | 10.67 | 12.70 |

**C. SECONDARY F.T.E. PROFESSIONAL STAFF**

| Classification | 1970-71 (7-12 Enrollment = 252) | 1974-75 (7-12 Enrollment = 236) |
|---|---|---|
| 1. Administration | | |
| Principals | .40 | 1.14 |
| 2. Instructional | | |
| Agriculture | 1.00 | 1.00 |
| Art | .50 | .32 |
| Business and Office Education | 1.88 | 1.65 |
| English-Speech-Dramatic Arts | 1.90 | 4.00 |
| Health, Physical Education | 1.34 | 1.13 |
| Home Economics | .56 | .84 |
| Industrial Arts | .86 | 1.00 |
| Mathematics | 1.80 | 1.77 |
| Music | 2.35 | .38 |
| Natural Sciences | 1.80 | 1.79 |
| Social Sciences | 2.35 | 2.36 |
| Driver's Education | -- | .14 |
| Grades 7 and 8 | 2.00 | -- |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 18.74 | 17.52 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 32.11 | 34.22 |

## TABLE 12-8.12

### 1970-71 and 1974-75 Professional Certificated Staff
### Expressed in Full Time Equivalency (F.T.E.)

SCHOOL DISTRICT Minnesota DIST. # 414
ENROLLMENT AND EXPENDITURE LEVELS LE LEx
ENVIRONMENT TREND Sharp Decline

### A. DISTRICTWIDE F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-12 Enrollment = 842) | 1974-75 (K-12 Enrollment = 671) |
|---|---|---|
| 1. Administrative, Supervisory and Special Personnel | | |
| Superintendent | 1.00 | 1.00 |
| 2. Pupil Personnel Services | | |
| Guidance and Counseling, Secondary | .20 | .07 |
| Remedial Reading | -- | 1.00 |
| 3. Special Education | | |
| Educable Mentally Retarded | 1.00 | -- |
| Speech Correction | -- | .60 |
| 4. Special Subjects | | |
| Music | .50 | -- |
| TOTAL F.T.E. DISTRICTWIDE PROFESSIONAL STAFF | 1.20 | 2.67 |

### B. ELEMENTARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (K-6 Enrollment = 370) | 1974-75 (K-6 Enrollment = 258) |
|---|---|---|
| 1. Administration | | |
| Principal | .50 | 1.00 |
| 2. Elementary Special Subjects | | |
| Music | .80 | .50 |
| 3. Instructional | (1-6 Enrollment = 307) | (1-6 Enrollment = 206) |
| Grades 1-6 | 12.10 | 9.00 |
| | (Kdg. Enrollment = 63) | (Kdg. Enrollment = 52) |
| Kindergarten | 1.50 | 1.00 |
| TOTAL F.T.E. ELEMENTARY PROFESSIONAL STAFF | 14.90 | 11.50 |

### C. SECONDARY F.T.E. PROFESSIONAL STAFF

| Classification | 1970-71 (7-12 Enrollment = 472) | 1974-75 (7-12 Enrollment = 402) |
|---|---|---|
| 1. Administration | | |
| Principal and Asst. Prin. | .71 | 1.00 |
| 2. Instructional | | |
| Agriculture | 1.00 | 1.00 |
| Art | 1.00 | 1.00 |
| Business and Office Education | 1.40 | 1.00 |
| English-Speech-Dramatic Arts | 3.80 | 4.54 |
| Foreign Languages | .60 | .60 |
| Health, Physical Education | 2.08 | 1.31 |
| Home Economics | 1.00 | 2.00 |
| Industrial Arts | 1.24 | 2.02 |
| Mathematics | 3.20 | 1.34 |
| Music | .70 | 1.50 |
| Natural Sciences | 2.60 | 2.00 |
| Social Sciences | 3.29 | 2.34 |
| Driver's Education | -- | .17 |
| TOTAL F.T.E. SECONDARY PROFESSIONAL STAFF | 22.62 | 21.82 |
| TOTAL F.T.E. PROFESSIONAL STAFF | 38.72 | 35.99 |

10.

# THE EDUCATIONAL PROCESS, STUDENT ACHIEVEMENT AND CLASS SIZE

## *Introduction*

People who govern and manage schools are vitally interested in determining the degree and direction of the relationship between class size, student achievement, and the educational process. It will be the threefold purpose of this paper to explore the class size issue, review significant research, and present conclusions based on research results.

Both educators and lay people seem to espouse the common belief that small classes increase student achievement; improve student morale and social adjustment; enhance teacher morale; and, allow for flexible methods for instruction. The validity of such beliefs has been limited by research and practical considerations. Making related decisions in school policy-making controversial.

Research has failed to consistently confirm the benefits of small classes because of five major weaknesses.

First, class size has been variously defined and measured, complicating statistical analysis and reducing comparability among studies. The NEA (1965: 7) characterizes a class as "the number of pupils for whom a teacher is responsible in a self-contained classroom." Ross and McKenna (1955: 3) define a class as ". . .any group of students scheduled to meet regularly for all or a definite fraction of a school day with one particular part of the school's curriculum" (1955: 3). Teacher-pupil ratio, used as a proxy for class size, is the number of certified full-time teachers divided into the number of regularly enrolled pupils in ADA, either at the building or the district level. This ratio is difficult to measure, however, because of the increased use of paraprofessionals and educational specialists. Measures of Administrative Intensity (ratio of administrators to teachers), and the Professional Support Component (ratio of professional support staff to classroom teachers) are attempts to account for added personnel, but such measures further complicate the relationship between class size and educational output (Bidwell and Kasarda, 1975). The numerical staff adequacy measure (NSA), developed by McKenna in 1955, avoids separate measures and simply ascertains the number of professionals of all kinds employed per 1,000 pupils.

Secondly, researchers disagree in the perception of "small" and "large." Classes from ten to twenty pupils have been labeled small, while classes from twenty-five to 125 have been termed large. Such broad differences reduce comparability among studies.

Third, comparability among studies is limited by differences in the dependent variables, ranging from student performance on a standardized achievement test to scores on a teacher-developed class examination.

Fourth, educational innovations such as individually guided education, computer assisted instruction, and altered staffing patterns increase the difficulty of determining the impact of class size, and may even alter optimum class size needs. The nature of the subject/course under study may have a similar impact as educational innovations.

Fifth, if Boocock (1972) is correct in noting a bias in favor of small classes, studies of "atmospheric conditions" such as pupil and teacher morale may be suspect. Such studies depend on experimenter or observer impressions of the classroom setting.

Practical considerations in how many teachers are employed or how many classrooms are utilized is dependent upon the fiscal resources of the state and local school district. In the last analysis, class size is dependent variable influenced by a complex web of educational organizational, fiscal and environmental factors.

## *Review of the Literature*

Research prior to 1950 primarily focused on the relationship between class size and pupil achievement or promotion. Lindbloom observes, "In more recent years, there has been a focus on 'desirable classroom conditions' and 'teaching process' criterion variables which have in many cases replaced 'pupil achievement' (1970: 16)." The following literature review summarizes studies which focus on both educational achievement and the educational process as dependent variables.

### *Class Size and Educational Achievement*

In 1954, **Blake** studied the bulk of class size research done since the beginning of the century. Of the 267 documents reviewed, 182 were eliminated because they were not based on some kind of research effort; did not use class size as the number of pupils assigned to one teacher for a period of time; studied factors other than class size; or, did not apply to elementary or secondary schools. Of the remaining 85 studies, 35 reported smaller classes to be advantageous; 18 concluded that larger classes were advantageous; and 32 concluded that there was no significant difference between larger and smaller classes.

Blake then evaluated each of the 85 studies according to experimenter control, sample adequacy, adequacy of independent and dependent variables, rigor of data analysis, and appropriateness of the conclusions. Only 22 of the 85 studies received positive evaluations. Within this smaller group, 16 favored smaller classes, three favored larger classes, and three reported inconclusive results.

Examples of studies using educational achievement as the dependent variable are described more thoroughly below.

Smith (1930) examined ninth grade English students in groups of 20 and 50, matched according to several characteristics. He found no difference in several skill areas although large classes performed better in spelling, reading literature, amount of work completed and "high pitch of enthusiasm," while small classes performed better in library methods, letter writing and causing less emotional strain on teachers.

Cunningham (1932), Pertsch (1943) and Anderson (1950; 1963) examined groups of students in specific subject areas. Small class size was significantly related to student achievement only in the 1963 Anderson study. All of the studies contained methodological weaknesses, however. In some cases, standardized tests weren't utilized; the populations were not sampled randomly; or, class sizes of the 40 and 80 were used as examplars of small and large classes, respectively.

Spitzer (1954) used third and sixth graders in an examination of class size and student achievement. The Iowa Test of Basic Skills was the dependent variable. Using four areas of study, he concluded that small classes (fewer than 26) or large classes (thirty or more) were not factors in achievement.

Warburton (1961) attempted a similar comparison but with much larger groups. His study focused on twelfth grade English skills for groups of 100+ and 30-35 students. In reading, composition, and listening, the larger group was superior.

Johnson and Scriven (1967) in a large study of 7,500 grade 7 and 8 students in English and mathematics classes with the Iowa Tests found that size had only an inconsistent effect on academic gains. This held true even when extreme groups (25 or fewer and 33+) were compared.

A study of first grade students by Frymier (1964) controlled for sex, age, and perceptual and auditory handicaps. Small classes (-30) made significant gains over large classes (36+). He observed, "There seems to be clear evidence here that class size influenced reading achievement for these first grade students" (1964: 93).

Woodson (1968) looked at class size effects on pupil achievement for 95 school systems. He examined whether there was a relationship between size and achievement of pupils in a particular district, whether such relationships are the same for pupils of different academic ability, whether the size achievement relationships are the same for various subject areas, and whether size-achievement relationships are the same for different sized districts. He also pursued the question of longitudinal (grade to grade) size achievement relationships.

Woodson defined classes of 22 or less as small and 27 or more as large, and concluded that there was a small inverse relationship between achievement and class size. Specifically, he observed that small classes are related to higher achievement on reading and arithmetic tests. This slight inverse relationship becomes smaller as student ability levels increase.

Jencks (1972) reanalyzed the data in the Coleman Report (1966). He looked at three measures of class size: The ratio of total enrollment to the number of full-time equivalent teachers reported by the principal, the ratio of total enrollment to the number of classrooms reported by the principal, and the average class size reported by the teachers (97).

Jencks found that 98 percent of the schools averaged between 20 and 36 children per class, with small differences between schools according to the racial and socio-economic background of the student population.

Jencks observed a limited relationship between class size and student achievement, although this relationship disappeared within districts and was halved when schools were matched according to the mean for grade one nonverbal test scores and socio-economic level of the student population. Jencks wrote, "Eliminating one child from the average class was associated with between one and six days of verbal overachievement, thus schools with classes of twenty scored from two weeks to three months above schools with classes of thirty-six. The differences for reading and math scores were much smaller and were not consistently positive" (1972: 98). Using eleven-year olds as an example, Jencks added that if schools halved their class sizes, thus doubling their costs, achievement would be accelerated only by a month or two.

Bidwell and Kasarda (1975) looked at the relationship between district level variables and student achievement measures for all districts in Colorado. They concluded that large teacher-pupil ratios were related to declines in achievement scores:

> . . .our results for pupil-teacher ratios suggest the need for further attention to the per pupil availability of teachers and to the ways in which teachers and teachers' time are allocated among students, in studies at the school as well as at the district level (1975: 69).

Furno and Collins (1967) studied the relationship between class size and the achievement of both mainstream and limited ability students in mathematics and reading. The base population included 16,449 Baltimore pupils enrolled in grade three in 1959. Students were categorized by race, assignment to regular or special education classes, residence, parental achievement, reading scores, mathematics scores, years of faculty experience, teacher examination scores, and percent of non-white faculty. Classes were grouped according to four size categories: 1-25, 26-31, 32-37, and 38+. The authors concluded:

- Students in the regular curriculum and in smaller classes made significantly greater gains in pupil achievement (on both standardized reading and arithmetic tests) over the five-year period (1959-64) in 188 comparisons to 55 for students in larger classes--a 3.4 to 1 ratio in favor of smaller over larger classes. These results were attained even though, in most instances, the pupils in larger classes benefited more significantly from such favorable supporting characteristics as parental education, faculty knowledge, and faculty teaching experience. When pupil achievement is analyzed separately for reading and arithmetic, the results were as follows: (a) With respect to reading, the students in the smaller classes made significantly greater gains in reading over the five-year period (1959-64) in 92 comparisons to 26 for students in larger classes--a 3.5 to 1 ratio; and (b) With respect to arithmetic, the students in the smaller classes made significantly greater gains in arithmetic over the five-year period (1959-64) in 96 comparisons to 29 for students in larger classes--a 3.3 to 1 ratio.

- The most important findings of this study relates to the smallest class size grouping (1-25 students). Out of 192 comparisons, pupils in the smallest class size grouping made significantly greater gains in pupil achievement than those in larger classes in a ratio of 7.3 to 1. Stated differently, 117 comparisons (61 percent) favored pupils in the smallest class size grouping (1-25), 16 comparisons (8 percent) favored pupils in larger classes, and 59 comparisons (31 percent) showed no significant differences favoring either smaller or larger classes. Also, it should be noted that smaller classes made these significant gains in reading and arithmetic achievement despite the fact that the pupils in smaller classes benefit significantly more from such supporting characteristics as parental education, faculty knowledge, and faculty experience in only 32 percent of the comparisons.

- The advantages of the smallest class size (1-25) were considerably more productive for non-white students than for white students. In 96 group comparisons, non-white pupils in the smallest classes made significantly greater gains in reading and arithmetic over these in larger classes by a ratio of 21.3 to 1. Stated differently, out of 96 comparisons, non-white students in smaller classes made significantly greater gains in achievement in 64 comparisons (66 percent), non-white students in larger classes made significantly greater gains in achievement in 3 comparisons (3 percent), and 29 comparisons (30 percent) favored neither non-white students in larger nor in smaller classes. Again it should be pointed out that the non-white students in smaller classes benefited significantly more from such favorable supporting characteristics as previously enumerated in only 20 percent of the comparisons.

- Students in the special education curriculum and in smaller classes made significantly greater gains in pupil achievement (on both standardized reading and arithmetic tests) over the five-year period (1959-64) in 38 comparisons to 3 for students in larger classes--a 12.7 to 1 ratio favoring smaller over larger classes. When pupil achievement is analyzed separately for reading and arithmetic, the results were as follows: (a) with respect to reading, the special education students in smaller classes made significantly greater gains in reading over the five-year period (1959-64) in 18 comparisons to 2 for students in larger classes--a 9 to 1 ratio favoring smaller over larger classes; and,(b) with respect to arithmetic, the special education students in smaller classes made significantly greater gains in arithmetic achievement over the five-year period (1959-64) in 20 comparisons to 1 for those special education students in larger classes--a 20 to 1 ratio favoring smaller over larger classes (1967: 142-3).

The Baltimore study is significant because it is longitudinal and controls for a large number of variables.

Notwithstanding the findings of the Baltimore study, research relating class size to educational achievement generally has been contradictory and inconclusive. The President's Commission on School Finance was compelled to comment, "Despite diligent searches and widespread opinion to the contrary, the Commission finds no research evidence that demonstrates improved student achievement resulting from decreasing pupil-teacher ratios" (1972).

### *Class Size and the Educational Process*

There are early studies which demonstrate that smaller classes were related to improved attendance, pupil behavior, and teacher morale (Baker, 1936 and Lundberg, 1947). Newell examined class size and educational adaptability and found that teachers of smaller classes invent more new teaching practices, and such practices are more often found in smaller than larger classrooms (1943). Richman (1955) followed up on this study with consistent findings. He also uncovered a methodological lag in the adjustment of teachers moving from large to smaller classes. If teachers were prepared for such changes, the teaching methodology changed more quickly. The question of bias which Boocock raised seems quite relevant in evaluating these studies.

Whitsitt (1955) studied thirty-nine large classes (30 or more students) and forty small classes (under 25) in Social Studies and English. He observed more individualization, greater variation in course content, more student planning, and more positive human relations in small as compared to large classes.

Otto (1954) and his colleagues studied instructional methods, curriculum design, instructional equipment, individual differences, and physical environment in fifty small (under 25) and large (35 or more) elementary classrooms. They concluded that the total educational environment and program for children appear to be somewhat better in small classes than in large classes but that differences are not significant (1954: 145).

Richmond (1955) examined 62 teaching practices in middle elementary grades and found that "desirable" practices which attenuate when class size is increased are present when class size is reduced. He also found that teachers of small classes were more responsive to children's needs.

Pugh (1965) visited 180 different classrooms and concluded that small classes were preferable to large classes in terms of small group activity, individual instruction, and a variety of activities. Bias may have influenced the observation process, however.

McKenna and Pugh (1964) observed that only 43 percent of the instruction in classes of twenty or less was "mass-oriented" as opposed to a larger percentage in classes of thirty or more.

Coble (1968) used the Indicators of Quality instrument to observe over 4,000 elementary and secondary classrooms. The instrument measures the degree of individualization, group activity, interpersonal regard, and creativity. Coble observed that as class size increased, quality scores decreased. Elementary and secondary classes with fewer than fifteen pupils received the highest quality scores. A replication by Olson (1970) yielded similar results.

Finally, a large body of small group research (Weick, 1969; Bales, 1957, etc.) delineates group process factors and their impact on the compacity of variously sized groups to function in different kinds of tasks. While class size may remain large, students may be grouped in various sizes which are suitable for different tasks. Boocock states, ". . .while teachers and school systems can probably do little to change the size of the class as a whole, the small group literature offers an number of suggestions on optimum group size. . .for various learning activities (1972: 158).

## *Conclusions*

The following conclusions stem from the literature and may suggest directions for policy alternatives.

1. The results of research on class size (teacher-pupil ratio at the building level) are decidedly mixed. There does not appear to be a firm conclusion based on consensus from many investigations.

2. Most people believe that small classes offer more academic and related advantages than do larger classes.

3. Staff-pupil ratio is, in a general way, an expansive measure of class size and teacher-pupil ratios.

4. Class size is influenced by such factors as fiscal and physical resources at the district level.

5. In the future, staff salaries will continue to constitute the largest portion of the school district's expense.

6. Increased technological capacity and innovative programs may reduce reliance on the teaching staff to some degree.

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11.

# THE RELATIONSHIP BETWEEN THE COST AND QUALITY OF EDUCATION

## *Introduction*

Since 1960, national expenditures for education have increased at the rate of ten percent per year (Reischauer and Hartman, p. 17). As enrollments are declining and educational costs are increasing, taxpayers are demanding educational and fiscal accountability at the local school district level.

In response to such demands, researchers have attempted to identify significant cost-quality relationships in education by specifying school resources, or inputs, which yield the highest level of student achievement, or output.

It will be the purpose of this paper to describe the input-output approach used by researchers and to review relevant literature, highlighting research results which hold implications for educational policy making.

## *The Input-Output Approach*

Research using the input-output approach attempts to identify the extent to which each educational input contributes to desired educational outcomes. Current research is characterized by at least three major difficulties, however.

First, student learning is affected by personal, family, peer, and community characteristics in addition to school inputs, making it more difficult to isolate the specific degree of influence exerted by a single school resource. Moreover, extraneous variables are often difficult to control in natural situations and yield "averaged out" results when measured in the form of aggregate data.

Second, measures of educational achievement outcomes are inadequate. Cognitive measures such as standardized tests evaluate a limited number of educational objectives and emphasize lower level cognitive operations. Non-cognitive measures are virtually ignored.

Finally, research results may fail to influence educational policy making if recommended inputs are economically prohibitive.

## *Review of the Literature*

The review of the literature contains three sections: The first section summarizes the controversial Coleman report as well as five studies which utilize or replicate Coleman's data: Section two contains sixteen additional studies examining various cost-quality relationships: Section three is comprised of two comprehensive literature reviews which summarize the results of cost-quality research.

### *The Coleman Report and Related Research Studies*

Few studies have stimulated more discussion and research than the Equality of Educational Opportunity Survey (EEOS) conducted in 1966 for the United States Office of Education (USOE) by James S. Coleman. Coleman wished to determine the relative impact on achievement of various school and non-school inputs which includes per pupil expenditures, variations in facilities and curriculum, teacher verbal ability, and socioeconomic background of the student body. The sample size was 645,000 students from 3,500 schools nationwide. Achievement was measured by the students' performance on a standardized verbal achievement test. Other data were obtained from questionnaires completed by students, principals, and school superintendents (Miller, 1972, p. 251-253).

The Coleman study produced three major conclusions: (1) School facilities and curriculum do not significantly contribute to variations in student achievement; (2) While no school factors account for much variation in achievement, teacher characteristics, e.g., verbal ability, account for more variation than do others; and (3) The social composition of the student body is more highly related to achievement than is any other factor (Winkler, 1972; 1973, p. 13).

The Coleman study has been subject to substantial criticism. First, the data analysis failed to separate the combined influences of the home and school environments. This failing is significant since the two environments are highly correlated; i.e., a student from a poor home environment is likely to have a poor school environment.

Second, the data did not account for variances in per pupil expenditures within a school district or within a school building. Coleman assumed that all students within a given district were educated with the same amount of dollars.

Third, the impact of the school environment was understated since it was measured at only one point in time. The impact upon the student of earlier experiences in school was totally ignored.

Other criticisms focus on Coleman's failure to include large districts in the survey; the intermingled use of both school building and school district data; and, the limited range of variables used to measure school programs (Winkler, 1972; 1973, p. 14; Miller, 1972, p. 251-253).

Five studies have reanalyzed part or all of the Coleman report data. Christopher Jencks used the EEOS data for urban, non-southern sixth graders to examine the relationship between school service variables and pupil achievement, as measured by the verbal test, while holding backgrounds constant. Jencks also ranked EEOS elementary schools, as a measure of quality or effectiveness, on the basis of what proportion of students entered with low achievement or readiness test scores as compared to those who finished sixth grade with high test scores. He then compared students in the most effective fifth of all elementary schools with students from the least effective fifth, matching socioeconomic and racial backgrounds.

Four major conclusions resulted: (1) There is no significant relationship between the physical condition of the school building and student achievement; (2) Increasing the length of the school year, adding a library to a school, and having an adequate number of textbooks or newer textbooks, seem to be negatively related to student achievement in this study; (3) Student achievement is most significantly affected by teacher education and preparation which may, however, have only a weak relationship to salaries per pupil (Miller, 1972, p. 256-258); and (4) There is only a ten point difference in test scores between students in the top fifth versus the bottom fifth of elementary schools. Hence, equalizing the quality of education cannot be expected to reduce social inequality. More specifically, spending on schools as they are presently structured; spending on preschool programs and compensatory education; and desegregation of ghettoized children will not significantly reduce inequality among Americans (Branscombe, 1972; 1973, p. 26).

Harvard professor Samuel Bowles subjected a portion of the Coleman Report data to reanalysis, trying to avoid the report's statistical pitfalls. All the criticisms of the data in Coleman's study, of course, still apply to this study. School variables found significantly related to students' achievement are teachers' verbal ability, science laboratory facilities (seen as a proxy for school facilities in general), time spent by teachers in guidance activit is, and the number of days school is in sesson. In general, it appears that a uniform improvement of ten percent in all school inputs would raise pupil achievement by five to seven percent (Miller, 1972, p. 253-254).

A third analysis of the Coleman Report was performed by Stephen Michelson of the Harvard School of Education. Michelson studied the data of sixth grade students in a single large eastern city who had attended the same school throughout their educational career. Since the data were collected near the beginning of the school year, the attributes of the fourth and fifth grade teachers were used as explanatory variables. Michelson concluded that some gains in achievement can be attained by redistributing teacher resources. If teachers are distributed evenly according to teacher test scores, nine percent of the achievement gap between black and white children could be closed. If teachers with the highest test scores were assigned to black students, the gap would be reduced by twenty-eight percent. Michelson implies that more effective use of existing educational resources could increase educational outputs (Miller, 1972, p. 254-255).

James Guthrie, professor at the University of California at Berkeley, and his colleagues reexamined the correlation between school input measures and student test scores for a sample of Michigan students included in the EEOS. Controlling for socioeconomic status, six variables were shown to be significantly related to verbal achievement scores for at least half the socioeconomic groups: building age, library volumes per student, enrollment size of school, classrooms per 1,000 students, teacher attitudes, and teacher verbal ability (Winkler, 1972, p. 14). Student achievement scores in reading, mathematics and verbal ability were positively related to school site size, library volumes per student, classrooms per student, teacher experience, and teacher verbal ability; and negatively related to building age, percentage of makeshift classrooms, school enrollment, and percentage of students transferring (Miller, 1972, p. 255-256).

Finally, a reanalysis of the Coleman data by Harvard professors Frederic Mosteller and Daniel Moynihan affirmed Coleman's claim that family background is the most significant determinant of student achievement (Winkler, 1972; 1973, p. 14).

### *Other Research Studies*

A significant amount of research has been performed independent of the Coleman study. Of the sixteen studies reviewed below, six focus on elementary students, four on secondary students, and six on students in more than one level.

*Elementary Level Research Studies*. In 1967 Heim and Perl conducted a study of third and sixth grade students from sixty-three school districts in New York state. Input data included personnel, family, and school variables not amenable to policy control, and staff and pedagogy related variables amenable to policy control. Output data consisted of the reading and arithmetic test scores for third and sixth grade pupils. The specific variables measured are listed below:

I. Educational Inputs Not Amenable to Policy Control:

Student socioeconomic status
Student I.Q.
Racial composition of the school district
Student absentee rate
School district size
Previous performance levels of students
District location (rural and not rural)

II. Educational Inputs Amenable to Policy Control:

A. Staff-related
Teachers: degree status (B.A., M.A. or other)
experience
class size
Principals: degree status
total years experience in education
years of experience as a principal
number of principals per 1,000 students

Other administrators and supervisors at the school and district level, including the district superintendent, were examined according to the same variables as were the principals.

B. Pedagogy-related

Programmed learning
Independent Study
Television teaching
Non-graded school
In-service teacher education
Pre-kindergarten
Modular scheduling
Experimental or advanced classes
Curriculum innovations
Performing arts programs
Interpersonal relations programs
Textbook expenditures per pupil
Supplies and materials
Expenditures per pupil
Equipment expenditures per pupil

(Heim and Perl, 1974, p. 15)

The district was used as the unit of observation. The results revealed the following:

(1) Of those input variables beyond the control of the district, socioeconomic level, race and rural background were all systematically related to students' reading achievement levels. Specifically, student achievement was lower, all other things being equal, if the students were of low socioeconomic status, non-white, or rural. The findings also indicate that reading performance at the early elementary level affected reading performance at the late elementary level.

> (2) Of those input variables within the control of the district, teacher variables had the greatest impact upon reading achievement. At the early elementary level, the concentration of teachers as determined by class size was significantly related to reading achievement; the smaller the class size, the greater the reading achievement scores. Teacher degree status and teacher experience had no systematic effect at this level. At the late elementary level, teacher degree status was most strongly related to reading achievement. Class size had a limited impact, and teaching experience a negligible impact upon reading achievement levels (Heim and Perl, 1974, p. 18).

Of the administrative supervisory variables studied, only the principal's level of education was related to differences in student achievement levels, and that relationship held true only in the late primary grades. Of the pedagogical variables examined, the existence of performing arts programs at the early and late elementary levels was positively related to success in reading. The effect of curricular innovations was positive but small. The effect upon reading achievement of some pedagogical techniques and practices, including the use of open circuit television and programmed learning, was negative (Heim and Perl, 1974, p. 18-19.).

The findings of the arithmetic area are similar to those reported above for reading (Heim and Perl, 1974, p. 19).

Martin Katzman, a School of Education economist from Sao Paulo, Brazil, did a cross-sectional study of fifty-six school districts in the Boston area to assess the influence of home and school environmental factors on the achievement of second through sixth grade students. Gains in reading scores were shown to be significantly related in a positive direction to the percentage of teachers with one to ten years of experience, and in a negative direction to district size and the percentage of students in corwded classrooms. The percentage of teachers with M.A. degrees and the percentage of annual teacher turnover were not significantly related to gains in reading scores (Winkler, 1972; 1973, p. 15).

Hanushek related the third grade reading test scores of white children from blue and white collar backgrounds with various school inputs. The study failed to measure school facilities or class size, but did discover a statistically significant relationship between student reading test scores and teacher verbal ability (Winkler, 1972; 1973, p. 16).

Benson examined 1962-63 California Reading Comprehension Test scores for fifth graders from 249 California school districts in relationship to published information regarding the school inputs and socioeconomic characteristics of each district. Benson concluded that teacher experience and training as reflected by salary figures is positively related to pupil achievement.

In a study of sixth graders in predominantly white or black northern metropolitan schools, Hanushek found a significant, positive relationship between the experience and verbal ability of teachers and student performance on verbal achievement tests. Hanushek charged unreliability of information provided by principals as a reason for not finding a similar relationship between school facility and curriculum variables and student achievement (Winkler, 1972; 1973, p.14).

Finally, Stanford professor Henry Levin studied the achievement of white sixth grade students from thirty-six schools in a northeastern city. Levin discovered statistically significant relationships between student achievement and two input variables, teacher experience and quality of teacher undergraduate institutions. Two other variables, rate of teacher turnover and number of library volumes per student, were not related to student achievement.

*Secondary Level Research Studies*. Heim and Perl conducted a study of 1960 seniors drawn from a sample of 1,000 American high schools. Input variables included two sociological variables, family education and family income, and various school organization and staff variables. The following conclusions were reached: (1) Family background is an important determinant of ability; (2) Teacher verbal ability, starting salary, and percent of teacher time spent in his or her area of specialization are positively and significantly related to student performance; (3) Teacher degree status, percent of time in area of specialization, and percent of male teachers are positively and significantly related to student quantitative ability; and (4) Teacher experience, teacher certification by the state, class size, and length of school year are unrelated to student verbal or mathematics performance levels (Heim and Perl, 1974, p. 23-24).

The above research has been criticized because Heim and Perl failed to control for the entry level abilities of students, and assumed school inputs to be identical for all students from the same school.

Working independently, Perl examined the USOE Project Talent data for 3,000 twelfth grade students in 840 schools to determine the relationship between school inputs and student verbal test scores. In a two part analysis, Perl defined inputs first as total school expenditures per student, and later as specific types of school resources.

The results indicate that achievement and expenditures per pupil are significantly related, especially when such expenditures are used to reduce class size, and to increase the starting salary of teachers, the amount of time a teacher spends in his or her area of specialization, the number of teachers with M.A. degrees, and the number of library books (Winkler, 1972; 1973, p. 15). Increasing the number of teachers with M.A. degrees alone can increase student achievement by ten to fifteen percent (Miller, 1972, p. 259).

Jencks compared the ninth and twelfth grade scores of students in six tests taken from the Project Talent battery of forty-nine tests. Unlike Perl, Jencks concluded that student achievement is not significantly related to school variables and that achievement would not be greatly enhanced even if a school doubled its per pupil expenditures.

Using a sample of black and white eighth grade students from Richmond, California, Donald R. Winkler investigated the relationships between the change in verbal test scores between grades one and eight, and the home and school inputs received during those years. Although the results vary somewhat according to student characteristics, three teacher characteristics, salary, experience, and quality of undergraduate institution, were significantly related to student verbal achievement. Changes in the student/teacher ratio, the annual rate of teacher turnover, expenditures on school administration, or the number of credits earned by teachers beyond the B.A. degree, were not significantly related to student achievement (Winkler, 1972;1973, p. 15).

*Multilevel Research Studies*. Summers and Wolfe studied the relationship between the use of resources in the Philadelphia public schools and the achievement growth of elementary, junior and senior high school students. They concluded that school resources, when properly targeted, can have a significant impact upon student achievement. The following specific relationships were isolated: (1) Smaller elementary and senior high classes increase learning. At any level, classes over a certain size reduce learning; and (2) Students with handicaps associated with race, income deprivation, or limited ability can best by helped by experienced teachers with highly-rated college backgrounds.

Several school inputs were not significantly related to student achievement, however, including school facilities (amount of playground space, size of science laboratories, and age and condition of school building); measurable characteristics of the principal; and teacher degree status and performance on the National Teachers' Examination (Summers and Wolfe, 1975).

In order to assess the cost benefits of compensatory education programs, Thomas I. Ribich analyzed the Project Talent data of male students ranking in the lower twenty percent of the Project Talent Index of Socioeconomic Status, excluding students from the South and from large cities to insure comparability. After comparing the achievement test scores of students from schools with differing per pupil expenditures, Ribich concluded that, at 1960 spending levels, an increase of $100 per pupil expenditures is equivalent to six to eight weeks of additional schooling. The benefits of increased per pupil spending are greatest in schools which have previously expended the least, however (Miller, 1972, p. 251).

Herbert J. Kissling studied a sample of participants in the Quality Measurement Program, stratified by grade, socioeconomic class and size of district. He examined the relationship between the average achievement of students from each district, partitioned by grade and socioeconomic level, and three resource inputs: average pupil intelligence as measured by an I.Q. test; school district size; and annual per pupil expenditures. Kiesling concluded that the relationships between school district expenditures and student performance is strongest for students in the lower grades from a middle socioeconomic background enrolled in a large school district (Miller, 1972, p. 251).

Economists O'Neill, Gray and Horowitz examined the effects of equalizing expenditures among schools within a District of Columbia school district. They found that the quality of education is most equalized when the low spending districts utilize additional funds to reduce class size and attract experienced teachers. Teacher productivity levels off after seven years of experience, however (Miller, 1972, p. 258-259).

Firman compared high and low quality schools and found that high quality schools expend more dollars per student; spend twenty-five percent more for instructional purposes; have five more professionals per 1,000 pupils; and employ a younger, more educated, better traveled, and less place-bound staff (Firman, 1963, p. 107-108).

Finally, the Pennsylvania studies headed by Professor Mort of Columbia University revealed that, with no discernible point of diminishing return, expenditures per pupil, average teacher salary, and pupil-teacher ratio all contribute to increased educational quality. Increased spending, in particular, is used to develop new educational opportunities (Swanson, 1967, p. 160).

## Literature Reviews

Averch, Harvey et al reviewed eighteen large and small scale studies designed to determine the impact of school resources upon student achievement in light of other background factors. Although the studies reviewed were poor predictors of student outcomes, seldom achieving even fifteen to twenty percent accuracy (Averch, 1971, p. 44), the authors did derive the following conclusions:

- Background factors are important determinants of educational outcomes, especially the socioeconomic status of the student's family and community.
- Most studies have failed to conclusively demonstrate that class size, teacher experience, and teacher degree status are significantly related to student performance outcomes (Averch, 1971, p. 48).
- With the possible exception of the 1968 Follow Through Program, Head Start and other Title I programs did not significantly influence the educational progress of children from disadvantaged environments. Resources characteristic of such programs included small class sizes, additional instructional personnel, individualized instruction, and extensive use of audiovisual equipment (Averch, 1971, p. 102).
- Most funded compensatory education programs such as Computer Assisted Instruction, Early Child Stimulation Through Parent Education, and prekindergarten programs, have not accomplished large, long-term gains in the performance of target children (Averch, 1971, p. 125).
- A few highly structured intervention programs have produced short run gains in pupil cognitive performance but those gains subside in two or three years unless reinforced.
- Using 1971 monetary values, the cost of successful intervention programs is $200 and over, although the level of funding is not a sufficient condition for success. Educational expenditures can be redirected and even reduced without reducing effectiveness (Averch, 1971, p. 155-156).
- Improvement in both cognitive and non-cognitive student outcomes may require sweeping changes in the organization, structure and conduct of educational experiences (Averch, 1971, p. 158).

Heim and Perl's literature review consists of studies performed between 1960 and 1971 which examine the impact of various policy inputs on education. They distinguish "policy inputs," which are manipulable, from "fixed inputs," which are nonmanipulable. Their conclusions regarding specific policy inputs are as follows:

- School size was found to be significantly related to student performance in only thirty percent of the studies reviewed, and appears to be neither an asset nor a liability. Extremely large or small districts were not studied in sufficient numbers of insure the applicability of findings to those districts (Heim and Perl, 1974, p. 10).
- Eighty-three percent of the studies that examined the relationship between teacher degree status and student achievement found a strong positive correlation (Heim and Perl, 1974, p. 11).

- Of twenty-three studies, teacher experience was significantly related to student cognitive performance only fifty-seven percent of the time. Teacher experience may be more strongly related to the non-cognitive development of students, however (Heim and Perl, 1974, p. 11).
- Socioeconomic status of the teacher, measured by the educational level of the teacher's parents, and verbal ability, used as a proxy for both socioeconomic background and intelligence, were significantly related to both the cognitive and non-cognitive performance levels of students. (Heim and Perl, 1974, p. 12).
- Class size, or pupil/teacher ratio, was found to be significantly related to student performance in only thirty-seven percent of the studies reviewed (Heim and Perl, 1974, p. 12).
- Quality of administrative and supervisory personnel, as indicated by their salary level, is somewhat related to student achievement. Quantity of administrative and supervisory personnel, as indicated by number of employed per 1,000 pupils, is not systematically related to student achievement (Heim and Perl, 1974, p. 12).
- Fragmentary evidence indicates that educational television and programmed learning are suitable methods of substituting technology for manpower if used among college-bound students at the secondary level. The widespread applicability of such technologies is questionable (Heim and Perl, 1974, p. 13).

## *Conclusion*

Despite the theoretical soundness of the input-output approach in studying the cost/benefits of educational resources, current research is inadequate. The inability of researchers to separate school from other environmental inputs; the use of inadequate measures of student cognitive abilities; and, the failure to consider non-cognitive behaviors of students lessen the impact of research results.

Nevertheless, the studies reviewed provide some indication of the following school resources which may give a significant impact upon student performance outcomes.

Teacher characteristics seem to have a greater impact on student performance than any other school resource. Characteristics which most consistenly had a significant relationship to student achievement include teacher experience, verbal ability, quality of undergraduate institution, starting salary, and percent of time spent in area of specialization. Teacher degree status was significantly related to student achievement in five studies, but was only somewhat or negligibly related in five other studies.

A variable which relates to teacher characteristics, the student/teacher ratio or class size was significantly related to student achievement in seven studies; somewhat related in one study; and unrelated in two studies.

With the possible exception of number of library books per student and the age of the school building, school facilities seem to have a negligible impact upon student performance.

Although increased spending cannot insure increases in student achievement, the level of per pupil expenditures was shown to be significantly related to student achievement in four studies, as opposed to two studies in which a moderate relationship existed and one study in which the relationship was negligible. Researchers note that increased spending is most effective when previous per pupil expenditures have been low, or when spending is used to increase school resources which in themselves have a strong influence upon student performance.

The following table summarizes the research findings relative to the impact of school resources upon student cognitive performance outcomes.

Insert Table 1 About Here

## TABLE I

| SCHOOL INPUT | NUMBER OF STUDIES INDICATING A RELATIONSHIP TO STUDENT COGNITIVE PERFORMANCE | | |
|---|---|---|---|
| | Significant Relationship | Somewhat Related | Little, no or Unclear Relationship |
| **District Characteristics** | | | |
| District size | 1 | | |
| School size | 3 | | |
| Student/teacher ratio | 7 | 1 | 2 |
| Student/professional ratio | 1 | | |
| % student transfers | | | 1 |
| General expenditure level | 4 | 2 | 1 |
| **School Facilities** | | | |
| Building condition | | | 2 |
| Science lab facilities | 1 | | 1 |
| Building age | 2 | | 1 |
| $ makeshift classrooms | 1 | | |
| Existence of library | | | 1 |
| Library books/student | 3 | | 1 |
| Playground space | | | 1 |
| Facilities in general | | | 2 |
| **Curriculum, Instruction** | | | |
| Performing arts programs | | 1 | |
| Curricular innovations | | 1 | |
| General curriculum | | | 2 |
| Number of school days | 1 | | |
| TV, programmed learning | | 1 | |
| Number of textbooks | | | 1 |
| Age of textbooks | | | 1 |
| Spending for instruction | 1 | | |
| **Teacher Characteristics** | | | |
| Experience | 7 | 1 | 2 |
| Degree status | 5 | 1 | 4 |
| Quality, undergrad inst. | 3 | | |
| State certification | | | 1 |
| National Tchr. Exam. tests | 1 | | 1 |
| Verbal ability | 6 | 1 | |
| Teacher attitudes | 2 | | |
| Amount of tchr. travel | 1 | | |
| Age | 1 | | |
| % time in area of spec. | 3 | | |
| Time spent in guidance | 1 | | |
| % male teachers (math) | 1 | | |
| Starting salary | 3 | | |
| Average salary | 1 | | |
| Teacher turnover | | 2 | |
| **Administrative Characteristics** | | | |
| Principal's education level | | 1 | |
| Expenditures for administration | | | 1 |

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12.

# SCHOOL DISTRICT SIZE

## *Statement of the Problem*

During the past forty years a voluminous body of research and professional opinion has been developing on the topic of size as it relates to the units of educational organization of a state school system. Size is most often expressed in terms of student enrollment, the number of students in a school building, a school district, or an intermediate unit. In the development of this paper, student enrollment and/or the number of students in a school building will be used as expressions of size.

The factor of size for the sake of size is not important. Rather its significance rests with the impact of size upon a great number of other aspects of education. One must consider the type of structure, as measured by size, that is essential in providing the desired programs and services at an appropriate level of educational quality with efficiency of organization and economy of operation. To the extent that size may facilitate or impede the offering of desired programs and services the issue becomes important. Size is an important factor to consider when a state undertakes the task of organizing its districts into units that will meet citizens' expectations in return for investment in public education.

## *Historical Background*

Over the past 30 years a prevailing trend in educational planning has been the formation of fewer and larger school districts. Simon and Grant, as reported by St. Louis and McNamara (20, p. 295), showed that the number of public school districts in the United States decreased from 127,531 in 1930 to 54,859 in 1955 to 26,938 in 1966. The formation of state-local program-planning systems, the development of regional instructional resource centers, and the emerging number of intermediate units in the various states lends additional evidence of the formation of large administrative units.

Isenberg (10, pp. 93-4) in his study of school district reorganization in Kansas suggested this finding. In Kansas in 1963, there were 1840 school districts of 18 different types, while, by legislative mandate, in 1967 this number was reduced to 343 with 6 different types.

Many states still have elementary and secondary school districts in operation in addition to unit (K-12) districts. The Illinois study (16) showed 11,000 districts operating in 1945 compared to 1,072 in 1972. The 1972 figure includes non-unit districts. Illinois ranks second to Nebraska in the total number of school districts. In Minnesota, 7606 districts existed in 1947; currently that number is 435.

The rationale behind this trend is perhaps best supported by economies of scale studies. Cost curves have been developed for school districts, grouped by enrollment. St. Louis and McNamara (20, p. 301) developed a cost curve for Oregon school districts for the 1972-73 school year. (See the Appendix for a table and graph of average maintenance costs by average daily membership for Oregon districts.) Average maintenance costs--that is, dollars spent--rise with both extremes of large and small enrollments.

In terms of the economies of scale of school district operation, the trend is toward more efficient operation and larger administrative units. Lately, however, large school districts have been examined to determine if "big" is perhaps cumbersome and ineffective.

## *Review of the Literature--Prior to 1972*

Before 1972, studies of district size approached research methodology, definition of variables, and the form of findings in a way quite different from later investigation. For this reason, the review of the literature has been divided into two sections.

These earlier studies related to school size used primarily the survey or questionnaire technique and available state records for gathering data. Student and environmental variables were premiere considerations of researchers. Educational process variables, or those factors over which the school district has some control, were left largely untouched. The results of these studies were generally expressed in school district or size recommendations. Notable exceptions were the studies of Kiesling and Krietlow. Both of these researchers, particularly Kiesling, were cited by researchers in later studies.

The following is a listing by year, researcher, and findings of some of the earlier "size" studies.

| YEAR | RESEARCHER INFORMATION SOURCE | FINDINGS |
|---|---|---|
| 1967 | Robert H. Isenberg (10) | supported the trend toward reogranization in Kansas |
| 1967 | William Inman (9)<br>Donald Rushing | found improved program following reorganization |
| 1967 | E. Robert Stephens (21)<br>John Spiess | found pupil achievement favored a secondary attendance center slightly larger than 1,000 students |
| 1967 | Don L. Morgan (6) | found definite and consistent relationship between participation in school activities and distance from home to school |
| 1968 | Richard J. McCowan (14)<br>Robert P. O'Reilly<br>Gregory J. Illenberg | advantages appear in increases of school size up to 1,500-2,000 students of smaller geographic units |
| 1968 | William Inman (8) | size is a factor in determining success of programs within structures to fit the goals of the school system statewide |
| 1968 | Robert J. Kiesling (11) | (1) relationship of high school size to performance, IW, SES, and expenditure is negative<br>(2) relationship of high school size to breadth of curriculum is highly positive |
| 1968 | Richard P. Manatt<br>Anton J. Netusil (13) | small school districts have greatly increased per capita expense for central administration recommended school district size: 3,000-5,000 pupils |
| 1968 | James E. Maxey (6)<br>Donald R. Thomas | schools with innovating programs tent to have high schools of at least 200--technical innovations more likely to be found in districts enrolling over 500 in high school |

<table>
<tr><td>1968</td><td>Richard J. McCowan (6)<br>Robert P. McCowan</td><td>important advantages appear to accrue with increases in school size up to 1,500 to 2,000--beyond this leveling off noted</td></tr>
<tr><td>1968</td><td>James E. Maxey (6)<br>Donald R. Thomas</td><td>recommended district should have minimum total (K-12) enrollment of 1,500 to secure maximum benefit of teacher preparation. Smaller the school, greater chance teacher will teach in 2 or more subject areas and have greater number of subject preparations. Larger schools attract better prepared, more experienced teachers, pay higher salaries and meet more pupils per day</td></tr>
<tr><td>1968</td><td>Ralph D. Purdy (6)</td><td>recommended the following enrollments for elementary centers (nursery to grade 8):<br>minimum 300<br>optimum 500<br>maximum 750</td></tr>
<tr><td>1968</td><td>Robert L. Whitt (6)</td><td>recommended minimum of 300-500 pupils in grades K-6; maximum 900<br>recommended minimum of 100 in grade 9, 300-500 in grades 7-9</td></tr>
<tr><td>1968</td><td>C.O. Tower (6)</td><td>as enrollments increase, number of different vocational programs increases, and capital outlay per pupil and operating costs decrease
<table>
<tr><th>H.S. Enr.</th><th>No. Dif. Prog.</th><th>Cap. Out. Per Pupil</th><th>Oper. Costs Per Pupil</th></tr>
<tr><td>408</td><td>15</td><td>$3,994</td><td>$519</td></tr>
<tr><td>1,004</td><td>22</td><td>2,858</td><td>480</td></tr>
<tr><td>2,779</td><td>41</td><td>2,363</td><td>467</td></tr>
</table></td></tr>
<tr><td>1969</td><td>Harold E. Turner (6)</td><td>concluded that it would be very difficult if not impossible for a small district to mount an outstanding curriculum--in most cases the costs would be prohibitive</td></tr>
</table>

| | | |
|---|---|---|
| 1970 | Neal E. Rosenberg (6) | no recommendation but data seems to favor 2,000 as optimum high school enrollment |
| 1970 | Raymond S. Adams (6)<br>Richard M. Kimble<br>Marjorie Marlin | no recommendations, found amount of variation explainable by size was slight |
| 1971 | Burton W. Kreitlow (6) | students in reogranized districts have consistently higher achievement test scores, completed high school with a 6- an and a 13-month advantage in mental maturity for boys and girls respectively as well as a higher matriculation in college |
| 1971 | Burton W. Kreitlow (6) | reorganized school districts provided more learning opportunities |
| 1971 | Sylvia B. Rimm (6) | found no significant difference in (a) 1st semester or curriculative GPA of freshmen, (b) attrition rates or percentage of students in good standing, (c) performance variables, ranks, etc., or (d) choice of major among students coming from various sized schools |

## *Review of the Literature--Since 1972*

Since 1972 several states have been involved in studies of educational quality which have dealt with school size, directly or indirectly, in both varying scope and quality. The consideration of size is linked to the foreseeable possibility of mandating minimum and perhaps maximum structures in allowing for more efficient and effective delivery of educational programs.

Florida, Massachusetts, Wisconsin, Pennsylvania, California, Illinois, Colorado, and Oklahoma studies will be briefly discussed. A report of the Minnesota State-Wide Assessment Program findings relative to community type is also included. Attention will be given to the quality, methodology, and findings of each study.

### *Florida*

Educational process variables were analyzed as Harrow and Dzrieban (7) identified the factors predominantly related to efficient allocation of resources in Florida's public school districts. In 1947, 650 public school districts in the state were reduced to 67 county districts--41 of which had student enrollments of less than 10,000 students and 29 with less than 5,000. Twenty-seven variables were compared in this county systems. The findings of the study revealed the following:

- The smaller counties had greater administrative costs.

- The smaller counties had greater difficulty attracting and retaining qualified personnel. As a result, there was a higher percentage of teachers teaching out-of-field in smaller counties.

- Smaller counties offered a narrower educational program. However, it was noted that though the reorganization process educational offerings and services increased within the county units.

*Massachusetts*

The Governor's Office in Massachusetts formed a Commission on School District Organization and Collaboration (5) that studied and conferred during the 1973-74 school year. The research techniques were not very sophisticated. Data came primarily from Commonwealth reports. The study findings suggested that:

- Curriculum breadth was less in smaller schools.

- In equal-sized districts the number of courses available was a function of district assessed valuation per pupil.

- Smaller districts usually found it more difficult to support staff training and renewal programs.

- Smaller districts, in both wealthier and poorer categories, has smaller precentages of graduates entering four-year colleges than did larger one.

- Smaller districts usually found it more difficult to perform purchasing, transportation, central administration, and other support services economically.

- Smaller districts usually support smaller class sizes or lower teacher/pupil ratios, even though current research on class size and pupil achievement does not consistently reveal significant benefits from doing so.

*Wisconsin*

A study conducted under the direction of the Wisconsin Department of Public Instruction (6), reviewed those characteristics associated with quality education and effective utilization of resources. The data analyzed came from state reports. The findings of this study showed:

1. The number of high school course offerings was related to the size of the high school.

2. The smaller districts in Wisconsin offered fewer shared-time services.

3. The smaller districts had smaller pupil/teacher ratios.

4. The educational opportunities for students in different Wisconsin public school districts contained great variation in wealth, expenditure, tax rate, and high school course offerings--not all of which were related to size. Expenditures were lowest in high schools with enrollments of 300-499. Tax rates increased with enrollment. Wealth showed no relationship to size.

### *Pensylvania*

Cober (3) conducted a study directed by the Pennsylvania Department of Education on the cost of teaching different subjects in school districts of three differing sizes. Program costs appeared to be influenced by pupil-teacher ratios, experience level of teachers, the holding power of districts, salary schedules and fringe benefits, and the use of aides, supervisor, supplies, and, to a limited degree, size.

### *California*

Niskanen and Levy (15) conducted a study on the sizes of schools and communities under the Graduate School of Public Policy at California University at Berkeley. The research focused upon educational process variables, particularly in terms of the effeciency and effectiveness of large school districts, since 90 percent of California students attend schools in districts of 1,500 or more. The research sample contained 144 of the 146 largest unified school districts in California and represented 45 percent of the state's total student population. The data were sixth and twelfth grade statewide assessment scores in mathematics and reading, related to IQ, district spending, and school size.

The findings related to size include:

1. School district size had a consistent negative relation to student performance and was highly significant in three out of the four tests.

2. Staff turnover had a significant negative relation to district size.

3. Median teacher salaries have a significant positive relation to district size, not because of salary schedules but because of the turnover factor. Larger school districts have larger average class sizes.

In general, they found that larger districts have older teachers, higher teacher salaries, and larger classes. Niskanen and Levy made a plea to reduce the financial incentives for reorganization in California because of the lower student performance in larger school districts.

### *Illinois*

The Illinois Legislature commissioned a group to study school district organization within the state. This study (16) included the examination of variables across size and wealth of school district. The study group found a positive relationship between school district size and the range of instructional program, teacher and administrative salaries, staff longevity and advanced degrees, and the requirements for educational resources.

The economic efficiency of unit and dual school districts was examined in a second Illinois study by Sabulao and Hickrod (19, pp. 178-190). An optimum size relative to costs was developed by analyzing the data with curvilinear and least squares regression and also with differential calculus.

Principal findings of this study were (19, p. 187):

- As the size of enrollment increased, school expenditures decreased up to a certain point in the size continuum, thus supporting the concept of "economies of scale."

- The unit school district experiences economies of scale through a much greater segment of the size continuum than the elementary and secondary districts.

- Size of the district in terms of pupil enrollment in ADA influence per pupil cost with or without holding constant the effects of the assessed valuation upon costs.

- About 58 percent of the variation in administrative cost per pupil is explained by the size of the unit district, while only 15 and 23 percent are explained by size of the elementary and secondary school districts, respectively. It was also shown that the unit district experiences economies of scale on administrative costs through a greater segment of size spectrum than dual elementary and secondary districts.

- The analysis of the two forms of cost variables with size established the following minimum-optimum-maximum size values for economic efficiency:

    a. Gross expenditure on size.

        1. Elementary district--minimum 250; optimum 750; and maximum 3,000 ADA.

2. Secondary district--minimum 175; optimum 500; and maximum 2,000 ADA.
3. Unit district--minimum 175; optimum 5,000; and maximum 35,000 ADA.

b. Administrative cost on size.

1. Elementary district--minimum 400; optimum 7,500; and maximum 20,000 ADA.
2. Secondary district--minimum 420; optimum 2,500; and maximum 12,000 ADA.
3. Unit district--minimum 1,000; optimum 8,000; and maximum 40,000 ADA.

- The contention that it will be more economical to operate a unit district than to operate elementary and secondary school districts of comparable size to the unit district was verified provided that the size of the unit district is at that level where the least-cost-combination of the unit districts in Illinois was 15,000 ADA. As enrollment size increases from this level, estimates of per pupil cost for the unit district become consistently less when compared with estimates for the elementary and secondary districts of comparable size to the unit district. The difference becomes more pronounced the larger the unit district becomes until the optimum is reached.

### *Colorado*

The most recent research compiled by Bidwell and Kasarda (2) studied five environmental variables of school districts in Colorado. Three components of district structure and one of staff composition were linked to student achievement on reading and math scores. The environmental variables included were size, fiscal resources, percent non-white in the district's community population, and the education and income levels of the parents. The measures of district structure were pupil-teacher ratio, administrative intensity, and the ratio of supporting staff to teachers. The staff composition variable was the qualification level of the professional staff. Relative to size, the results indicated that a high pupil-teacher ratio and administrative intensity reduce median levels of achievement, but that size overall has a slight effect on reading or math achievement.

The researchers did note that, as district size increased in Colorado, the number of students outran the number of teachers provided, creating losses in output due to a high pupil-teacher ratio. They suggest the need for alternatives to traditional organization of instruction that would permit school districts to achieve economies of scale without incurring losses due to a high pupil/teacher ratio.

### *Oklahoma*

White and Tweeten (21) studied optimal resource allocations and school district size for rural areas by using data from the Oklahoma state-wide needs assessment program. They divided the stratified sample of school districts into subgroups by size and geography. A cost-effectiveness model was used to evaluate the effect of educational output, teacher salary, student background, student density and high school curriculum on optimal resource combination and average cost of instruction, attendant services and transportation. While one of these factors was allowed to vary, the others were held constant at their respective sample averages. They found that optimal resource organization in schooling depends on educational objectives, student backgrounds, high school curriculum, teacher salary and student density.

White and Tweeten's (21, p. 368) findings related to size were as follows:

1. A more extensive curriculum requires larger school districts to efficiently utilize the program. The optimal school district size for a school offering only a minimum program is 550 ADA.

2. Optimal school district size and the cost per student varies according to student density. The optimal school district size (and minimum attainable average cost per ADA) was 300 students ($744) for a density of 0.6 transported students per square mile and was 1075 ($661) for a student density of 3 per square mile. While transportation costs limit school district expansion in sparsely populated areas, such costs are not as important in heavily populated districts where the optimal school district size is therefore much greater.

### *Minnesota*

Minnesota did not have a study on school size per se. However, in the Statewide Assessment Program, community type was one of the variables considered. Communities were grouped into inner city, suburban and small towns, and rural categories. Students in suburbs and towns scored significantly above the state means. Rural students did not differ significantly from the state means, while students in the large cities were significantly below the state means for all domains and for total reading performance (1, p. 57). Controlling for home socioeconomic background, the study still found the type of community to have a significant effect on reading performance.

Another indicator of the effects of school size is reading performance. The reading performance of Minnesota 11th graders attending schools whose total enrollment is above 1,500 is a little higher than that of students attending schools of other sizes. Other factors such as SES, expenditures, and school reading related characteristics, must be analyzed along with size and reading performance before firm conclusions are made concerning the effects of school size (18, 61).

## *Summary and Conclusions*

There exists an abundance of literature on the topic of school size, referred to as the number of students enrolled in a district, an attendance area, or a regional unit. The literature, prior to 1972, was more journalistic in nature and focused on a growing student population. The movement was toward efficiency, especially in the area of expenditures. The effectiveness issue was left largely unanswered. Exceptions included Kreitlow's longitudinal study which showed better achievement scores in reorganized districts as compared to non-reorganized units. Another notable effort was that of Kiesling in his study of the relationship of school size to student performance, IQ, and socioeconomic background, curriculum, and expenditures.

The primary purpose served by school size studies seemed to revolve around the political issue of school district reorganization. Several states have funded studies on school size including Florida, Massachusetts, Wisconsin, Pennsylvania, California, Illinois, Colorado, and Oklahoma. The data were commonly obtained from statewide assessment programs. Reading and math scores are predominant. The findings are similar and are tabulated in the following summary table.

Insert Summary Table About Here

The findings consistently reveal that smaller schools have:

--less curriculum breadth,
--smaller pupil/teacher ratios,
--greater staff turnover, and
--significantly fewer remedial and special programs.

More sophisticated and thorough studies reval in addition:

--Optimal school size is affected by student density;
--Lower pupil/teacher ratios are found in smaller school districts;
--Unified districts are more effective than non-unified districts;
--Greater staff turnover exists in smaller schools;
--Salary schedule and fringe benefits are lower in smaller schools; and
--Student performance has a negative relationship to size, as large districts become larger.

In the issue of quality education, size remains an indirect factor. Teacher variables, for example, are directly related

SUMMARY TABLE

| State<br>Findings | Florida | Massachusetts | Wisconsin | Pennsylvania | --Sabalao | —State | Illinois | Colorado | Oklahoma | California |
|---|---|---|---|---|---|---|---|---|---|---|
| Curriculum Breadth Less in Smaller Schools | X | X | X | | | X | | | X | |
| Economies of Scale | X | | | | X | | | | | |
| Smaller Pupil/Teacher Ratio in Smaller Schools | | X | X | X | | | | X | | |
| Unified Districts More Effective | | | | | X | | | | | |
| Smaller Districts Less Efficient in Purchasing and Transportation | | X | | | | | | | | |
| Staff Turnover Greater in Smaller Districts | | X | | X | | X | | X | | X |
| Remedial and Special Programs Largely Absent from Smaller Schools | | X | X | X | | X | | | | |
| Optimal School Size and Costs per Student Affected by Student Density | | | | | | | | | X | |
| Salary Schedule Fringe Benefits Less in Smaller Schools | | | | | X | X | | | | X |
| Student Performance | | | | | | | | X-* | | X-* |

---

*Negative relationship; that is, the greater size, the less performance to size and impact directly upon student performance. Research has shown that smaller schools have a younger staff, fewer advanced degrees, greater teacher turnover, and less staff inservice activities. These factors are directly associated with lower student performance on achievement tests.

By the above measures, smaller schools demonstrate "less quality" than larger schools.

# APPENDIX 1

## DEFINITION OF TERMS

## Definition of Terms

| | |
|---|---|
| ADA | average daily attendance (students enrolled) |
| ADM | average daily membership (students enrolled) |
| Attendance Unit | student enrollment per school building |
| Economies of Scale | cost efficiency at a given range of enrollment; less efficiency below and above that given range resulting in increased costs |
| Educational Quality | behavior produced in the students who pass through an educational program as measured by achievement test scores, retention rates, attendance rates, etc. |
| Educational Structure | school district organization |
| Elementary District | enrollment component in grades; kindergarten through 6 administered apart from the secondary district |
| Organization | also reorganization, regionalization, consolidation, realigning of school district boundaries to enlarge the administrative component and increase student enrollment |
| Output of an Educational System | student educational process, and environmental variables |
| Student variable | characteristics, and level of attainment of students at the beginning of an educational program (race, IQ, time spent studying, residence patterns, activities, and post high school plans |
| Educational Process Variable | activities in a school designed to raise student's level of attainment--they have a cost factor (program offerings, teaching innovations, instructional materials, teacher qualifications, teacher workloads, facilities, and school district size) |
| Environmental Variables | Circumstances in the community and home that facilitate or impede the educational process (parents' education, income, occupation, and interest in their children's education) |

| | |
|---|---|
| School District | enrollment component per legally defined unit |
| Secondary District | enrollment component in grades 7-12 administered a part from the elementary district, also dual unit |
| Unit District | enrollment component in grades K-12 administered as one operation |

# APPENDIX 2

## Selected Values for the Average Cost Curve

Selected Values for the Average Cost Curve

| ADM (Q) | Average Cost |
|---|---|
| 100 | $791.29 |
| 500 | 754.97 |
| 1,000 | 749.15 |
| 5,000 | 734.72 |
| 10,000 | 721.92 |
| 20,000 | 693.23 |
| 30,000 | 687.75 |
| 40,000 | 677.33 |
| 45,000 | 674.94 |
| 47,000 | 674.38 |
| 49,000 | 674.05 |
| 50,000 | 673.97 |
| 51,000 | 673.95 |
| 51,500 | 673.95 |
| 52,000 | 673.97 |
| 55,000 | 674.42 |
| 60,000 | 676.30 |
| 70,000 | 684.34 |
| 80,000 | 698.08 |
| 90,000 | 717.53 |
| 100,000 | 742.67 |

Plotting the values with average daily membership and average cost as the axes, the information revealed an economies of scale curve as shown in Figure 1.

Oregon Study 1973-74
(20, p. 301)

Figure 1

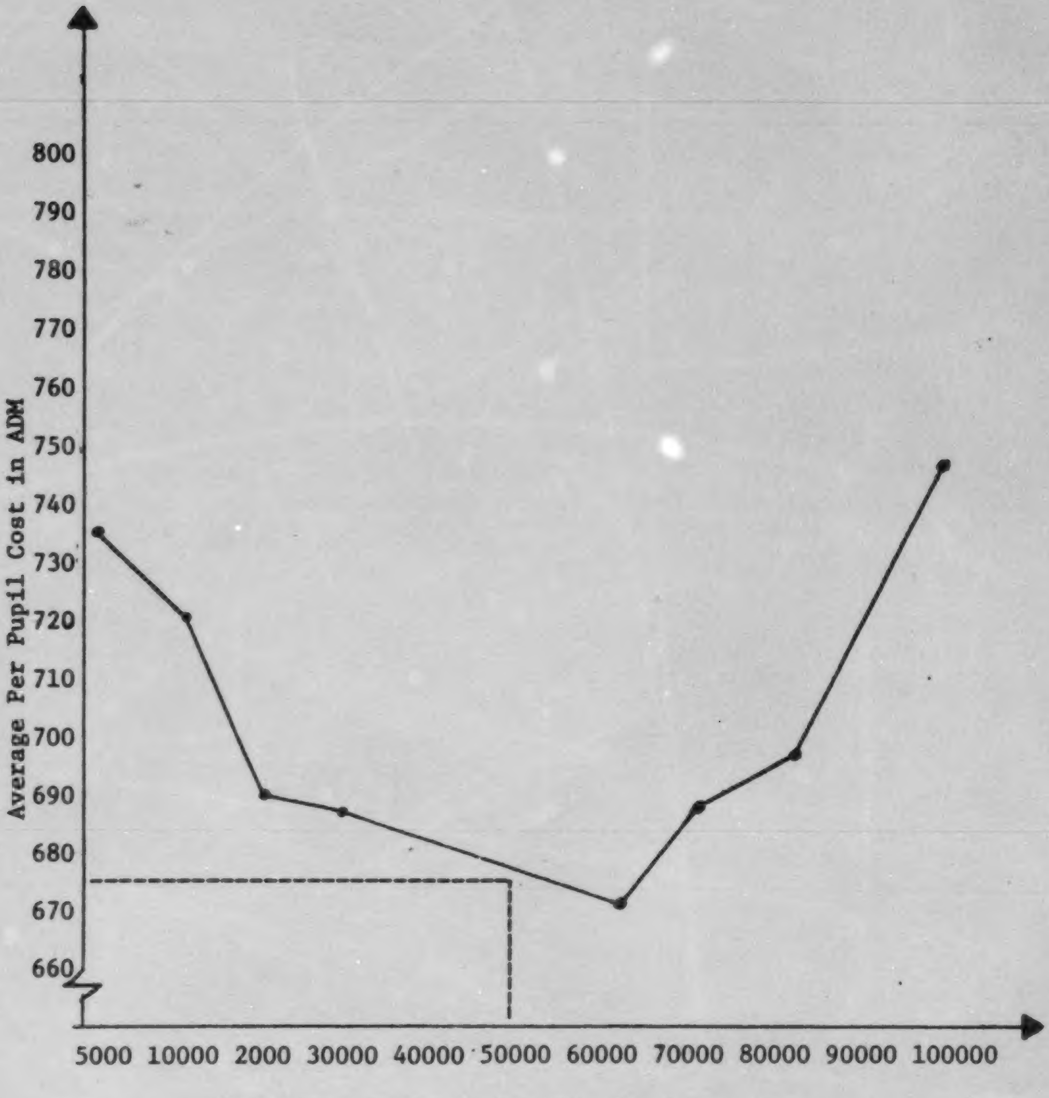

Figure 1. The fitted average cost for Oregon school districts.

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13.

## RESPONSES TO THE COUNCIL'S PRELIMINARY REPORT ON THE IMPACT OF FLUCTUATING SCHOOL ENROLLMENTS

The survey in Appendix 1 was sent to all persons receiving a copy of the Preliminary Report. Fifty-seven school districts returned the survey. This is a summary of their responses. Note: Some districts did not answer all parts of the survey.

### I. RANKING OF PROBLEM STATEMENTS IN PRELIMINARY REPORT

| Cost Statements | Order of Priority | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Personnel | 37 | 16 | 3 | 0 | 0 |
| Facilities | 0 | 2 | 14 | 35 | 14 |
| Transportation | 0 | 4 | 10 | 23 | 18 |
| Education Program | 16 | 29 | 9 | 3 | 0 |
| Organization/Governance | 3 | 3 | 20 | 5 | 25 |

| Quality Statements | Order of Priority | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Personnel | 24 | 19 | 11 | 1 | 0 |
| Facilities | 2 | 4 | 22 | 17 | 12 |
| Transportation | 0 | 1 | 3 | 21 | 30 |
| Education Program | 25 | 29 | 1 | 1 | 0 |
| Organization/Governance | 4 | 5 | 18 | 17 | 12 |

## II. RANKING OF ALTERNATIVE SOLUTIONS IN PRELIMINARY REPORT

| Alternative Solution | Definately Should Be Considered | Lowest Priority |
|---|---|---|
| 1. Administration and Unrequested Leave of Absence | 24 | 10 |
| 2. Superintendents' Protection Clause | 22 | 12 |
| 3. Teacher Status in Consolidation | 26 | 10 |
| 4. Shared Administrative Staff | 32 | 9 |
| 5. Unrequested Leave of Absence | 24 | 17 |
| 6. Regional Bargaining Units | 24 | 17 |
| 7. Internal Management Alternatives | 11 | 23 |
| 8. Management Inservice Training | 19 | 17 |
| 9. Severance Pay | 24 | 8 |
| 10. Early Retirement | 42 | 2 |
| 11. Teacher Productivity | 23 | 16 |
| 12. Incentives for Staff Retraining and Development | 13 | 17 |
| 13. Teacher Corps | 7 | 29 |
| 14. Incentives for Cooperative Staffing | 34 | 8 |
| 15. Differentiated Staffing | 22 | 18 |
| 16. Teacher Mobility | 20 | 17 |
| 17. Secondary Boarding School Concept | 3 | 32 |
| 18. Certification Standards--Vocational | 18 | 13 |
| 19. Certification Standards--Coaches | 18 | 10 |
| 20. Cooperative Purchasing | 23 | 16 |
| 21. Incentives for Sharing Facilities | 25 | 13 |
| 22. State Property Ownership/Management Agency | 0 | 29 |
| 23. Certificate of Need | 10 | 26 |
| 24. Obsolete and Excess Facilities | 10 | 21 |
| 25. Shared Cost Formula for Construction and/or Renovation | 15 | 19 |
| 26. Modular/Relocatable Units | 6 | 24 |
| 27. Facilities Audit | 11 | 27 |
| 28. Amended Transportation Formula | 23 | 9 |
| 29. Funding Transportation for Student Activity | 37 | 3 |
| 30. Minimum Educational Standards--Curricular Programs | 12 | 15 |
| 31. Standards for Student Activity Programs | 13 | 24 |
| 32. Accountability System--Legislative Role | 14 | 27 |
| 33. Accountability System--State Board of Educations' Role | 11 | 22 |
| 34. Accountability System--Local School Boards' Role | 23 | 12 |
| 35. Accountability System--Local School District Role | 17 | 14 |
| 36. Management Monitoring System | 4 | 24 |
| 37. Minnesota Educational Assessment Program | 12 | 17 |
| 38. Class Size | 9 | 25 |
| 39. Professional Staff/Pupil Ratio | 10 | 21 |
| 40. Professional Staff per 1000 Student | 5 | 19 |
| 41. Fiscal Incentives for Interdistrict Cooperation | 17 | 12 |
| 42. Additional Powers to Cooperative Programs | 13 | 18 |
| 43. State Board of Education Incentives | 3 | 18 |
| 44. Alternative Interdistrict Cooperation Plans | 8 | 6 |
| 45. Fiscal Incentives for Consolidation | 21 | 4 |
| 46. County School Districts | 9 | 37 |
| 47. Interdistrict Cooperation - Promotional Campaign | 4 | 8 |
| 48. Cooperative Activity Support Systems | 8 | 7 |
| 49. Annual Report on Current Educational Status | 1 | 12 |
| 50. Budget Review Committees | 2 | 25 |
| 51. Assessed Valuation | 20 | 6 |
| 52. Declining Enrollment Factor | 30 | 5 |
| 53. Fast Growth Districts | 4 | 8 |
| 54. Fixed State/Local Support | 8 | 10 |
| 55. Professional Training and Experience | 16 | 13 |
| 56. Elementary Pupil Unit Weighting | 15 | 10 |
| 57. Secondary Pupil Unit Weighting | 15 | 10 |
| 58. Levy Limitation | 24 | 7 |
| 59. Fixed Costs Exclusions | 22 | 5 |
| 60. Funding for Educational Standards | 15 | 13 |

## III. SUGGESTIONS

- Develop an enrollment projection model which each individual district could use.
- Look at how communities with substantial Gross Earnings property are adversely affected in isolated categories, such as Capital Outlay.
- An in-depth analysis of the kindergarten pupil unit weighting is crucial. Hopefully, this factor will be considered under Alternative No. 56. Transportation should include a factor for pupil density.
- Have the Legislature follow the Constitution and discontinue incentives to private-church related schools that encourage parents to leave public schools.
- Less trivia and more substance from the State Department of Education.
- Eliminate tenure and seniority provisions for all certificated and noncertificated staff members. Develop a merit system for total staff members. This would provide greater flexibility.
- Provide clear economic incentives from the State for school district reorganization, e.g., have the State assume the operating debt of a school district.
- Provide some matching money from the State to update, remodel, and build facilities in a reorganized district.
- Remove teacher certification needs from administrators.
- Uniform "lobbying" and "PR" expenditures or no expenditures.
- Local districts can solve the same problems at the local level in different ways because of differences and desires of the people served.
- Do not like the "LIFO" program (Last in First Out), however, I cannot suggest a better way so I will accept it until a more workable suggestion is brought forth. The age of "50" on up "in", the age of "30" on down "out", will have an adverse effect, on our future educational programs. There has to be a better solution, we must find it.
- The Council has done a good job in outlining the problem areas.

- "Financial Incentive Plan." If local residents vote to increase taxes to operate their districts in order to have more and better programs, then the State would match dollar for dollar. Obviously this has pros and cons but would encourage local interest and attention.

- Eliminate buses from different school districts traveling the same roads, this would reduce transportation costs. Reduce basketball games to one per week. Reduce volleyball games to one per week. Require all athletic games below the ninth grade to be held only on an intramural basis.

- Ask the Legislature to do two things: 1) to fund enough money so they don't have prorate programs after districts have committed themselves, 2) stop all this baloney started a few years back of not paying what they owe and now say we will be on current funding: 1. Transportation, 2. Aid to handicapped, 3. Regular aids - "Levander Shift" ...we would all not be pinching if these things hadn't occurred.

- Local people know each other and vote for their Board of Education. I'm convinced people have confidence in their school boards. I know it has to be a most efficient form of government.

- Provide funding for special education cooperatives.

- Reconsideration of imposed mandates that hinder small district operation to include flexibility.

- Define a minimum program. If districts can't provide it then cut off aid and force consolidation.

- Special state aid for growing school districts who hire staff with 10 years of experience.

- If we have fewer students, we need fewer teachers. Even a teacher or superintendent should not be guaranteed a life-long job.

- Inflation and taxes are the most pressing problems facing the district.

- State-wide bargaining.

- 2/3 retirement after 20 years service - retirees ineligible for future governmental employment. Full retirement after 30 years.

## IV. GENERAL COMMENTS

- Total education costs will continue to rise even though less students are served.

- The Council is to be commended on holding hearings throughout the State's geographic areas. Having attended the St. Cloud session, I found the information presented to be accurate and in tune with the problems of our district. The testimony was useful in that a commonness of problems surfaced. It was helpful to realize many of the problems were not unique or isolated situations.

- I do not think school districts with high property valuations should be penalized by having state transportation, secondary vocational and special education aids cut.

- Problems of flexibility are related to labor organizations; most suggestions are merely ways to treat this issue - why not deal with "unionism" head on.

- Our student population is so stable into the foreseeable future, we really aren't all that concerned about fluctuating enrollments.

- Provide intensive training programs for school boards to help them plan wisely during declining enrollment.

- Definition of minimum standards, coupled with stipends for interdistrict cooperation, and certificate of need would seem to be the most important immediate needs.

- My concern is that rules and regulations from state agencies are eroding the control of the local boards, who have been elected by and have the confidence of the people of the district.

- The biggest single factor affecting the quality of education in our school district is the bargaining process, and its accompanying immature practices; plus the power struggle that continues to see who is really going to manage the school. Negotiations should be done by persons outside of the local school district and on a regional basis.

- The State should write programs and establish laws for which districts must yield. Let the State contribute certain amounts of dollars mandated with specific educational laws. Let each district determine if they are willing to tax themselves to obey the laws. Let the local citizenry determine if they are willing to pay the price to keep their schools, if not, then so be it, no schools.

- Job security is a burning issue. You will find continuing resistance to any tampering with seniority concepts and rightly so. Education is a world of work and this is how the work world operates. Survival is just as important to an educator as it is to a brick-layer.

- I have been personally involved in consolidation and cooperation. In reviewing results of both, I feel cooperation is more beneficial to the students. Consolidation would have to be an ongoing process at best and merely increases in district size increases "distance" between school and residents.

- Increase state aids by 20%, increase the local levy by 15%.

- The less State intervention, the quicker the problem will be solved. Economics will force a solution.

- The less State intervention, the quicker the problem will be solved. Economics will force a solution.

- Very good report - fight for strong regional idea (with emphasis on cooperation). I have given the notion of interdistrict cooperation quite a bit of thought. At this point in time I believe: 1) high school principals are the biggest barrier to cooperation; 2) superintendents and school boards are the next biggest barrier (but why can't we develop a system of interdependence with strong local influence?); 3) the metro small college consortium (St. Francis, St. Catherine, Augsburg, etc.) may be a model for us; and, 4) let the cooperative plan evolve from within the system (including business affairs).

- The growth of government, away from the people, is a threat to America unparalleled in our history. This trend must be revised.

- Reorganization of districts must be primary consideration.

- Excellent publication.

- This study is very good.

- The biggest cost of maintenance is salaries. Don't foster job protection for any educational personnel at the expense of education programs for boys and girls. Schools operate for kids not staff.

- I do not think the ECSU (Educational Cooperative Service Unit) will help declining enrollment problems.

- Report appears to be comprehensive and well done.

- We are a peculiar, small district. Families move in and out all year. Yet, our enrollment is rather stable.

Appendix 1

## Advisory Council on Fluctuating School Enrollments
## PRELIMINARY REPORT SURVEY

1. Rank the problem statements in order of priority.

| Section IV A. Effects on Cost Problem Statements | Section IV B. Effects on Quality Problem Statements |
|---|---|
| _____ Personnel | _____ Personnel |
| _____ Facilities | _____ Facilities |
| _____ Transportation | _____ Transportation |
| _____ Educational Program | _____ Educational Program |
| _____ Organization/Governance | _____ Organization/Governance |

2. List the 20 alternative solutions you feel should definately be considered further (these can be listed by number).

3. List the 20 alternative solutions you feel should be given the lowest priority for further consieration (again these may be listed by number).

4. Please suggest other problems or solutions which you feel should be considered by the Council.

5. Comments/suggestions/concerns:

# PERSONNEL, CLASS SIZE AND FLUCTUATING SCHOOL ENROLLMENTS

## Section B.

1.

# TEACHER MOBILITY FACTORS: MINNESOTA, 1976

## *Purpose and Procedures*

Fluctuating school enrollments carry with them a corresponding fluctuation in local demand for teachers. Adjustment to fluctuation would be more effective if teachers were mobile enough to shift among districts in easy response to that fluctuating demand. This study was undertaken to investigate the extent to which teachers might be mobile, to determine inhibitors to mobility, and to assess the relative importance of the factors which might influence teacher mobility.

To conduct the study, a one-percent random sample was drawn of all public school teachers in Minnesota. A questioaire (Appendix A) was sent to each of the 510 teachers in the sample, with a cover letter from the Advisory Council on Fluctuating School Enrollments, in early May, 1976. A total of 380 replies were received by the end of the month. The tabulation of those 380 replies constitute the findings of this report.

## *Findings*

Several related questions were asked in the questionnaire. The responses are presented here in an order which is believed to be most directly useful to the purposes of the study.

### *Incentive Factors*

Some 17 factors were presented to the teachers, with the following instructions:

> "Suppose that your position were to be terminated in June of 1977, suppose that there was no other educational position available to you in your present district, and that you were considering whether to take a job in some particular other district in Minnesota. Rate the importance to your decision of each of the following factors, using this five-point scale:

It would not influence my decision at all. . . . 1
It would have little importance to my decision . 2
It would be a significant factor in my decision. 3
It would be very important in my decision. . . . 4
It would be important enough to decide the
issue by itself . . . . . . . . . . . . . . . . . 5
(If the subject of the factor does not apply to
you, use a zero.)"

Eleven of the factors were chosen to represent matters that could not be influenced by public policy, and six were chosen to represent those matters that could be subject to influence by public policy through laws, regulation or contract. They were presented as a mixed list, but are reported here in separated tables, Tables 1 and 2.

### *Public Policy*

The six factors that are subject to public policy were related as shown in Table 1.

Insert Table 1 About Here

Virtually none of the teachers considered any of these factors to be inapplicable to them. Except for vacation and sick leave benefits and number of working weeks, items that are fairly uniform for teachers anywhere in the state, roughly half of the respondents rated these factors as either very important or important enough to decide the issue by itself.

### *Background Factors*

The remaining 11 factors, those that are not subject to influence by public policy, were rated as shown in Table 2. These factors exist regardless of public laws, regulations, or local contracts.

Insert Table 2 About Here

Two of the factors, job and/or community responsibility of spouse and the school that the respondents' children would be able to attend, were rated inapplicable by a significant proportion of the teachers. These two factors also have a large proportion (44 percent to 40 percent) of ratings as very important or determining.

Only two other factors exceed 40 percent in the two highest ratings, the neighborhood area in which the teacher could live and the distance in travel time from the teacher's present home. The latter factor is probably indicative of a willingness to commute from the present home to an adjacent district.

## TABLE 1

Ratings by the 380 Minnesota teachers of the importance they would attach to six factors (factors subject to public policy) in considering a job in another district; tallied to the nearest percent.

| Factor | Percent Giving Each Rating | | | | | |
|---|---|---|---|---|---|---|
| | Not Applic. | No Influence | Little Import. | Significant | Very Import. | Deciding by Itself |
| Dollar amount of the salary at which I would start | 0 | 2 | 6 | 37 | 40 | 15 |
| Place on the salary steps compared to my present position | 0 | 3 | 10 | 36 | 37 | 14 |
| Ability to transfer my credits in retirement plan | 1 | 7 | 15 | 27 | 33 | 17 |
| Vacation and sick-leave benefits in the new contract | 0 | 7 | 36 | 41 | 23 | 2 |
| Number of work weeks in the new contract | 0 | 10 | 20 | 37 | 19 | 4 |
| Whether any tenure rights are transferred or granted | 1 | 6 | 10 | 37 | 34 | 12 |

## TABLE 2

Ratings by the teachers of the importance they would attach to 11 background factors (factors not subject to public policy) in considering a job in another district; tallied to the nearest percent.

| Factor | Not Applic. | No Influence | Little Import. | Significant | Very Import. | Deciding by Itself |
|---|---|---|---|---|---|---|
| | Percent Giving Each Rating | | | | | |
| The neighborhood area that I could live in | 2 | 6 | 14 | 31 | 35 | 11 |
| The distance, in hours of travel time, from where I live now | 0 | 8 | 15 | 26 | 28 | 22 |
| Prospects for my church attendance and participation | 6 | 28 | 23 | 24 | 16 | 3 |
| Job and/or community responsibilities of my spouse | 16 | 13 | 15 | 13 | 16 | 28 |
| My own community responsibilities | 4 | 28 | 39 | 21 | 5 | 3 |
| My prospects for promotion within the district | 1 | 9 | 24 | 34 | 28 | 4 |
| Nearness to relatives and friends | 2 | 34 | 30 | 21 | 9 | 3 |
| The person I would have as my supervisor | 1 | 14 | 20 | 33 | 24 | 9 |
| The co-workers I would have | 1 | 13 | 22 | 32 | 28 | 4 |
| The school my children would be able to attend | 26 | 13 | 5 | 17 | 31 | 9 |
| Recreational opportunities | 4 | 18 | 26 | 33 | 17 | 2 |

### *Comparison*

Several factors are rated in a pattern that warrants remark in a later section of this report. A comparison of the two types of incentive factors is in order here.

Few of the six public policy factors are rated as inapplicable or of no influence; many of the background factors were so rated. If the percents of 4 and 5 ratings (very important and important enough to decide the issue by itself) given to the public policy factors are added together and divided by six, the average percentage of high ratings is 41; if the same averaging is done with the background factors, the obtained percentage is 30. On the whole, the public policy factors are rated higher than the background factors.

### *Inhibiting Factors*

The same factors can be viewed as inhibitors to mobility if presented in terms of the teachers' investments in their present positions. The teachers were asked:

> "Now consider your present position in the light of the factors in the list in question 8 above. Which three factors in that list do you value most in your present position? Enter in these blanks the numbers between 27 and 44 from the parentheses that follow the three factors most important to you in your present position."

The tally of responses to this question is given in Table 3. The table shows a percent of mention in each blank on the questionnaire so that some sense of priority can be preserved, as well as the totals for each factor.

Insert Table 3 About Here

The final colume in Table 3, the total percent of mention for each factor, can be interpreted as "the percent of teachers for whom this factor is among the three most important in their present positions." The table represents inhibition to mobility in the sence of the human capital that the teachers have acquired as investments in their present districts.

It should be noted that, unlike the presentation of incentive factors, the inhibiting factors were presented to the respondants in such a way that each factor had to compete with each of the other factors for attention. Further, some of the statements are phrased more awkwardly for inhibitory than for incentive interpretation (for example, the transfer of tenure rights).

The factors mentioned among the three most important by at least one-fourth of the teachers were: neighborhood to live

## TABLE 3

Responses to the request to select the three factors (see Tables 1 and 2) valued most in the teacher's present job; by percent of teachers listing factor.

| Factor | Listed First | Listed Second | Listed Third | Total Listing |
|---|---|---|---|---|
| Dollar amount of salary | 21 | 10 | 10 | 41 |
| Step on salary schedule | 8 | 12 | 9 | 29 |
| Retirement transfer | 1 | 5 | 6 | 12 |
| Vacation, sick-leave | 1 | 5 | 3 | 9 |
| Number of weeks worked | 0 | 3 | 3 | 6 |
| Tenure rights | 3 | 4 | 11 | 18 |
| Neighborhood area | 15 | 8 | 7 | 30 |
| Travel time from where live | 11 | 10 | 7 | 28 |
| Church attendance, particip. | 3 | 2 | 3 | 8 |
| Job/responsibilities of spouse | 13 | 9 | 4 | 26 |
| Own community responsibilities | 1 | 1 | 1 | 3 |
| Opportunity for promotion | 1 | 4 | 5 | 10 |
| Nearness relatives/friends | 2 | 4 | 3 | 9 |
| Supervisor | 6 | 8 | 5 | 19 |
| Co-workers | 8 | 9 | 9 | 26 |
| School for own children | 2 | 4 | 9 | 15 |
| Recreational opportunities | 1 | 3 | 7 | 11 |

in, distance from present home, amount of salary, place on salary schedule, job or responsibility of spouse, and co-workers.

### *Region Acceptance*

Certain areas of Minnesota are experiencing declining enrollment to a greater degree than are others. It would be useful to know which of these areas are attractive to potentially mobile teachers.

Accordingly, the teachers were asked:

> "If everything else were equal, but you could no longer have a position in your present school district, in which regions of the state would you be willing to work? Check all that you would accept, including your present region if you wish."

The choices given, and the percent of teachers who checked each one, are shown in Table 4. The choices were defined to conform, as much as was possible in brief statements, to the areas projected for differential fluctuation in school enrollment (Advisory Council, 1976, p. 108).

Insert Table 4 About Here

In general, the results indicate that teachers are more willing to move to those areas of the state that are projected for least decline in school enrollment.

### *Major Alternatives*

The major alternatives faced by a teacher whose job is cut due to declining enrollment are to seek another educational job under certain conditions or to leave the field of education. Accordingly, the teachers were asked:

> "If you could not have an educational position in your present school district after June, 1977, which of these things would you think you would be most likely to do?"

Insert Table 5 About Here

The question was not worded clearly enough as is indicated by the 21 percent who checked more than one answer. Yet, the remaining answers give a fairly clear cut pattern.

About one-fourth of the teachers would leave the field of education if they could not continue in their present districts. It indicates some sort of breaking point in teacher willingness or motivation to move. It also indicates that a

## TABLE 4

Distribution of respondents checking each option in response to the question, ". . .in which regions of the state would you be willing to work?. . ."

| Region | Percent Checking |
|---|---|
| Hennepin and Ramsey counties, including St. Paul and Minneapolis | 44 |
| In counties surrounding Hennepin and Ramsey | 55 |
| Northeastern Minnesota, including Duluth and arrowhead area | 34 |
| Southeastern Minnesota, not including Rochester area | 28 |
| South central Minnesota, including Rochester and Mankato areas | 43 |
| Southwestern Minnesota | 23 |
| Northwestern Minnesota | 26 |
| Central Minnesota, north of St. Paul | 43 |

TABLE 5

Responses to alternatives in hypothetical event that employment could not be continued in the teacher's present district.

| Alternative | Percent Choosing |
|---|---|
| Try to get a job with an immediately adjacent district | 33 |
| Look for an education job elsewhere in Minnesota | 17 |
| Look for an education job outside of Minnesota | 4 |
| Take a job outside of education, or retire | 26 |
| More than one of above alternatives checket | 21 |

full fourth of Minnesota teachers (not necessarily the ones in areas of greatest decline) would leave education if enrollment decline required it in 1977.

A third of the teachers would seek work in immediately adjacent districts, providing an explanation for the finding (Table 2) that distance from the present home is important to teachers contemplating a move; they would commute from their present home. This tendency to seek work nearby would not solve the problem of a teacher surplus since enrollment declines tend to be regional in nature.

The characteristics of the responding population are important for descriptive purposes, of course, but sample data like these do not add to what is more easily learned about the total population of teachers. The characteristics have greater value in interaction with other responses, as will be discussed in the next section.

### *Sex*

As Table 6 indicates, 43 percent of the teachers are male and 57 percent are female. This datum was determined from the teacher's given name. It could not be determined at all in one case. Error was probably negligible.

Insert Table 6 About Here

### *Level*

Table 7 indicates the level at which the teacher is employed. This was determined from the provided address list. In nine cases (2.4 percent) no reliable indicator could be found. There were some indicators of employment in special education, but they were not deemed reliable and were not tallied.

Insert Table 7 About Here

The age distribution of the responding teachers is shown in Table 8.

Insert Table 8 About Here

### *Years Teaching*

The teachers were asked to report the number of years that they had been in the teaching profession, as shown in Table 9.

Insert Table 9 About Here

TABLE 6

Sex of Respondents

| Sex | Percent |
|---|---|
| Male | 43 |
| Female | 57 |

TABLE 7

Grade level taught by respondents.

| Level | Percent |
|---|---|
| Elementary | 44 |
| Middle School | 3 |
| Junior, Senior, or 4 year High School | 49 |
| Area Vocational-Technical Institute | 4 |

## TABLE 8

Ages of respondents.

| Age | Percent |
|---|---|
| 20-24 | 7 |
| 25-29 | 26 |
| 30-34 | 18 |
| 35-39 | 10 |
| 40-44 | 12 |
| 45-49 | 10 |
| 50-54 | 7 |
| 55-59 | 6 |
| 60-64 | 4 |

(Mdn.+33)

## TABLE 9

Distribution of respondents to the question, "As of July 1, 1976, how many years will you have taught, counting all professional education jobs?"

| Number of Years | Percent of Responses |
|---|---|
| 0-4 | 21 |
| 5-9 | 30 |
| 10-14 | 18 |
| 15-19 | 14 |
| 20-24 | 8 |
| 25-29 | 7 |
| 30-34 | 1 |
| | (Mdn.=9) |

Nearly half of the respondents had taught for 10 or more years.

### *Years, Present District*

A teacher's investment in his or her present district is probably influenced by the length of time employed by that district, the datum reported in Table 10.

Insert Table 10 About Here

### *Placebound Ratio*

As an index of the extent to which a teacher's career had been invested in the present district, a ratio was calculated between the data in Tables 9 and 10. The obtained distribution of respondents in terms of that ratio is shown in Table 11.

Insert Table 11 About Here

In interpreting Table 11, it should be borne in mind that 21 percent of the respondents had taught for less than five years, and only 7 percent were in their first or second year of teaching. The large number (38 percent) reporting a ratio of 1.00, or entire teaching career spent in one district, is therefore not an artifact of first-year teacher reports. Altogether, 85 percent of the teachers had spent half or more of their careers in their present districts, and 55 percent had spent four-fifths or more in their present districts.

### *Interactions*

With some 40 variables, many of them evidently interrelated, a great many interactions could have been checked. For purposes of the present study, only a few of apparently greatest interest were cross-tabulated. Because so many data were categorical and in order to use the same statistical test throughout, the chi square test was used for the cross-tabulation. This test has the additional advantage, on a computer print-out, of displaying all of the intersections between each category of data. On the other hand, it is not a powerful test; it is not likely to find trivial relationships. This feature is useful when dealing with large samples such as that of this study, where small but statistically significant findings might not have practical significance.

The cross-tabulations are shown in Table 12. A significance figure of .05 or less means that there are less than five chances out of a hundred that the relationship is due to sampling error. A figure of less than .01 means that the odds are less than one out of a hundred that the relationship is random error. The significant relationships are described in the following table.

Insert Table 12 About Here

## TABLE 10

Distribution of responses to the question, "As of July 1, 1976, how many years will you have taught in your present district?"

| Number of Years | Percent of Responses |
|---|---|
| 0-4 | 29 |
| 5-9 | 38 |
| 10-14 | 18 |
| 15-19 | 10 |
| 20-24 | 3 |
| 25-29 | 1 |

(Mdn.=6.5)

TABLE 11

Distribution of respondents with regard to a ratio obtained by dividing number of years in present district by number of years as a teacher.

| Ratio | Percent |
|---|---|
| .00-.09 | 1 |
| .10-.19 | 0 |
| .20-.29 | 5 |
| .30-.39 | 5 |
| .40-.49 | 6 |
| .30-.59 | 10 |
| .60-.69 | 9 |
| .70-.79 | 11 |
| .80-.89 | 11 |
| .90-.99 | 6 |
| 1.00 | 38 |

TABLE 12

Resulst of cross-tabulating selected variables, given as significance obtained by chi square test. See text for nature of significance relationship.

| Variables Compared | Significance |
|---|---|
| Age vs. Major alternatives | .0000 |
| Age vs. Salary factor | .0015 |
| Age vs. Retirement plan factor | .0000 |
| Age vs. Spouse responsibility factor | .0430 |
| Age vs. School/own children factor | .0011 |
| Age vs. Community responsibility factor | .2358 |
| Age vs. Present job factors: one | .0061 |
| Age vs. Present job factors: two | .0005 |
| Age vs. Present job factors: three | .0352 |
| Sex vs. Major alternatives | .0029 |
| Sex vs. Spouse responsibility factor | .0000 |
| Sex vs. School/own children factor | .0000 |
| Sex vs. Present job factor | .0000 |
| Sex vs. Present job factors: two | .0269 |
| Sex vs. Present job factors: three | .0102 |
| Years present district vs. Major alternatives | .0090 |
| Years present district vs. Present job factors: one | .0000 |
| Years present district vs. Present job factors: two | .2935 |
| Years present district vs. Present job factors: three | .0000 |
| Years present district vs. Salary factor | .3929 |
| Years present district vs. Retirement plan factor | .0001 |
| Years present district vs. Spouse responsibility factor | .1050 |
| Years present district vs. Promotion factor | .1062 |
| Placebound ratio vs. Level | .6110 |
| Placebound ratio vs. Major alternatives | .0838 |
| Placebound ratio vs. Salary factor | .3478 |
| Placebound ratio vs. Travel time factor | .4180 |
| Placebound ratio vs. Retirement plan factor | .0085 |
| Placebound ratio vs. Tenure rights factor | .882 |
| Placebound ratio vs. Present job factors: one | .0000 |
| Placebound ratio vs. Present job factors: two | .2303 |
| Placebound ratio vs. Present job factors: three | .0281 |
| Major alternatives vs. Travel time factor | .0000 |

### *Age*

The age of the teacher might reasonably relate to a number of other variables. The natures of the significant relationships are accounted for by these facts: Most teachers over age 50 would leave education if their districts were to terminate their jobs; older teachers tend to give more consideration to salary and to retirement plans; job and/or community responsibility of spouse is least important to teachers under age 30 or over age 50; school for their own children is most important to teachers under age 50; and the present job factors important to the older teachers are salary amount and schedule step, while younger teachers are more likely to value supervisors and co-workers. Among these relationships, age is related to a practically important extent only with readiness to leave education and with the importance attached to salary. Other relationships do not seem strong enough to affect the concerns of this study.

### *Sex*

The gender of the teachers also shows expectable relationships to other data. Female teachers are more likely (42 percent vs. 9 percent) to consider spouse's job and/or responsibility as the deciding factor in changing districts. Similarly and probably relatedly, females would more likely seek a job in an immediately adjacent district. Females more often report that school for their own children is inapplicable to them. Among factors on their present jobs, female teachers tend to more greatly value the distance from their present homes and their spouse's responsibilities. The relationship between sex and spouse's job and/or community responsibilities is persistent and of practical magnitude.

### *Years in Present District*

The number of years in the teachers' present districts represents their investments in local situations. Teachers with greater local tenure would be more likely to leave education if their positions terminated; this is linked, of course, to the teacher's age, as is the higher rating by long-tenure teachers of present job factors relating to salary and retirement. Teachers who have worked longer in their present districts are also more likely to give consideration to possible transfer of retirement benefits if they were to change districts. None of the relationships appear to be strong enough to have much practical utility.

### *Placebound Ratio*

The proportion of each teacher's career which has been spent in the present district is the placebound ratio. It is related significantly in the statistical sense with a few variables: very few teachers who have spent all their careers in one district would consider that transfer of their retirement plans to be the deciding factor in changing districts; and teachers with low ratios value promotional opportunities, distance of job from present home, and co-worker relationships appear to be strong enough for practical utility relevant to this study.

### *Major Alternatives*

A pattern of answers seemed to be emerging as the data were tallied. This impression was strengthened by notations made on some questionnaires. To check whether the apparent pattern was plausible, cross-tabulation was made between the teachers' avowed plans in the event that their positions were terminated and the consideration they would give to travel distance from their present homes in changing districts. The relationship which was found supports the evident pattern; those who would first try to get a job in an immediately adjacent district are those who place high value upon travel time from their present homes. The pattern is epitomized as, "If I lost this job, I would look for a job close enough for me to commute, and keep this home if I could." This pattern implies reduced inter-regional mobility.

## *Conclusions and Recommendations*

The Context in which the findings of this survey should be analyzed has at least these features, stated here as given information or assumptions.

- Minnesota consists of regional labor markets for teachers. The regions, in substantial part due to school enrollment fluctuations which are specific to each region, have different capacities to support teaching positions. Each district is also a sub-market.

- The net, statewide trend is for decline in enrollment.

- Teachers, by virtue of employment in a particular district, acquire human capital investments that are specific to that district and which (to the extent that they are specific) tend to inhibit their taking jobs elsewhere. The extent to which this is true was one subject of this survey.

- Public policy,as embodied in laws, regulations, and local contracts, can influence both the permeability of teacher labor market boundaries and the portability of some forms of teachers' human capital. Other influences on market boundary and human capital portability are not subject to public policy. The balance between what public policy can and cannot do was another subject of this investigation.

The findings suggest that, under the present state of affairs, these events are likely:

- Massive local decline in enrollment, and subsequent massive local termination of teaching positions, will have the effect of removing up to one-fifth of teachers from the active profession. Those leaving teaching will be disproportionately the older teachers if lay-off is massive enough to overcome their seniority.

- Less massive terminations will lead teachers to seek work within commuting distance from their present homes. Since enrollment decline tends to be a regional phenomenon, this attempt is not likely to solve the individual's or society's problems.

- These factors which can be influenced by public policy will be taken into account by teachers who must leave their positions and either seek other teaching jobs or leave education. Background factors may exert an even stronger influence.

- To the extent that teachers are willing to go to other intrastate regions for work, they are most attracted to regions with least enrollment decline.

In the light of the information available, questions of public policy which bear upon teacher mobility may be discussed.

### *Salary Plans*

The evidence available from this survey indicates that teachers put a good deal of emphasis upon salary amount, both in considering a potential new district and in weighing the virtues of their present positions. The related matter of step on the salary schedule is likewise taken into account when considering a move.

Therefore, if teacher mobility is desired, public policies should be considered which preserve both dollar amount of salary and position on the salary schedule when a teacher moves to a new district. Possible public policy means for doing this include:

- Seek a uniform salary schedule statewide, or one adjusted for local cost of living, with mandatory transfer of standing. A state subsidy to the affected local district would probably be needed. Achieving statewide uniformity would be difficult and might produce unfavorable side effects. Or,

- Through legislation, seek to provide a state subsidy to a local district that enables the district to hire a teacher from a region of decling enrollment with advanced salary standing. Or,

- Seek out and remove "articifial" barriers to a free market negotiation between a transferring teacher and a receiving district. This action might take the form of a law or regulation which forbids local collective contracts that set an upper limit to the transferr-in of longevity credit. It might take the form of a regulation forbidding a district to set a policy of an upper limit. Further study would be needed to establish what articifial barriers do in fact exist, and what action is required to remove them, but the study would not be large or difficult.

The third option above is recommended since it would achieve the desired result with fewer changes or potential undesirable side effects than are associated with the first two options.

### *Retirement Benefits*

In Minnesota, Minneapolis, St. Paul and Duluth are the only school districts that do not participate in the Teacher Retirement Association. Even there, recent years have seen legislation that enables teachers moving between these three districts and the rest of the state to retain their retirement rights. The two classes of retirement plan are not fully identical, and investments in the two are retained separately, but the results of this survey seem to indicate that either teachers are unaware that the rules have changed, or they see a disadvantage to having two retirement investments, or the issue presents some other psychological problem to them.

It should be recalled that the retirement plan factor is most important to older teachers, to those who have been employed by their present districts for many years, and to those who are most placebound. Its impact on teacher mobility is therefore strongest upon experienced teachers who are also most senior and are consequently least likely to suffer involuntary displacement due to declining enrollment. These facts should be taken into account in deciding whether to change public policy.

If it is desired to reduce the mobility inhibition caused by retirement plans, these courses of action are possible:

- Mount a campaign to inform teachers about their present ability to retain retirement benefits. The Teacher Retirement Association reports that it has sent the information to all teachers, but communication seems not to have been fully effective.

- Seek legislation that would bring all districts, including the three large cities, into a single retirement plan. This would require caution and perhaps a phase-in time to avoid individual inequities.

Both courses of action are recommended with greatest urgency falling upon the first. The second is questionable on a cost-benefit basis.

### *Tenure*

At present in Minnesota, teacher tenure is only partially transferrable to another district. When a teacher who has completed two years of probation moves to a new district, tenure is not granted until a year of probation is successfully passed in the new district. In cities of the first class, two years of probation are required of a transferring-in teacher.

Most of the teachers in this survey reported that the transfer or granting of tenure was an important consideration in moving to another district. If it is desired to further reduce this barrier to mobility, at least these courses of action are possible.

- Seek a law that would require all districts to respect the tenure acquired in another Minnesota district. This would place a heavy demand upon the omniscience of the hiring process, and would probably also require a liberalization of districts' authority to discharge teachers for cause. Forces against this course of action would almost certainly defeat it.

- Seek a law abolishing tenure. This is a straw man proposal, of course, because it also would encounter massive resistance.

- Seek a law which would bring the cities of the first class into conformity with other districts in regard to tenure. This would encounter some resistance from those few districts, probably.

On balance, none of these courses of action is recommended. If the Council strongly wishes to address the issue, then option number 3 would be recommended. If that is done, it can be in the form of supporting others who may bring this forward as a legislative proposal. It should be borne in mind that still others may wish to bring a counter-proposal to regularize the state of the model of the cities of the first class, feeling that one year is not enough to judge the suitability of a teacher.

### *Work Weeks, Vacation, and Sick Leave*

The teachers gave relatively little consideration to number of weeks worked or to vacation and sick leave benefits. These matters are apparently already uniform enough so as to present no serious mobility problem. No action on these factors is recommended.

## *Other Incentives and Disincentives*

The factors in mobility which are not subject to public policy, and which are referred to in this report as background factors, are worthy of study for the sake of understanding the teacher mobility process.

Inherently, the background factors do not lend themselves to recommendations for action by the Council. On the other hand, they must be taken into account in forecasting the probable effectiveness of changing the public policy factors.

The opinion of the investigator is that the public policy factors are important enough to warrant the Council's attention to the extent recommended above, but that the public policy factors account for a bit less than half of the present inhibition on teacher mobility. No more exact statement is possible on the basis of available data, partly because (other) unknown factors are almost certainly operative.

## *Summary of Recommendations*

In the arena of public policy, this report leads to three recommendations:

- Seek out and remove artificial barriers to salary bargaining;
- Publicize present retirement plan provisions;
- Bring Minneapolis, St. Paul, and Duluth into the standard retirement plan.

The third recommendation is not a strong one.

Background factors and teacher characteristics, however, will continue to limit the impact of any public policy change.

# APPENDIX A

## Questionnaire Used in Survey of Teacher Mobility Factors

8. Suppose that your position were to be terminated in June of 1977, suppose that there was no other educational position available to you in your present district, and that you were considering whether to take a job in some particular other district in Minnesota. Rate the importance to your decision of each of the following factors, using this five-point scale:

It would not influence my decision at all . . . . . . . 1
It would have little importance to my decision . . . . 2
It would be a significant factor in my decision . . . . 3
It would be very important in my decision . . . . . . . 4
It would be important enough to decide the issue by itself 5
(If the subject of the factor does not apply to you, use a zero)

Write the rating number (1,2,3,4 or 5) in the blank after each factor in this list.

The neighborhood area that I could live in . . . . . . . . . . . ___ (27)
The dollar amount of the salary at which I would start . . . . . . ___ (28)
The distance, in hours of travel time, from where I live now . . . ___ (29)
Prospects for my church attendance and participation . . . . . . ___ (30)
Place on the salary steps compared to my present position . . . . ___ (31)
Ability to transfer my credits in retirement plan . . . . . . . ___ (32)
Job and/or community responsibilities of my spouse . . . . . . . ___ (34)
My own community responsibilities . . . . . . . . . . . . . . ___ (35)
Vacation and sick-leave benefits in the new contract . . . . . . ___ (36)
Number of work weeks in the new contract . . . . . . . . . . . ___ (37)
Whether any tenure rights are transferrable or granted . . . . . . ___ (38)
My prospects for promotion within the new district . . . . . . . ___ (39)
Nearness to relatives and friends . . . . . . . . . . . . . . ___ (40)
The person I would have as my supervisor . . . . . . . . . . . ___ (41)
The co-workers I would have . . . . . . . . . . . . . . . . . ___ (42)
The school my children would be able to attend . . . . . . . . ___ (43)
Recreational opportunities . . . . . . . . . . . . . . . . . . ___ (44)

9. Now consider your present position in the light of the factors in the list in question 8 above. Which three factors in that list do you value most in your present position? Enter in these blanks the numbers between 27 and 44 from the parenteses that follow the three factors most important to you in your present position:

___ ___ (45,46)
___ ___ (47,48)
___ ___ (49,50)

THANK YOU FOR YOUR COOPERATION IN THIS INQUIRY.
SURVEY RESULTS WILL BE REPORTED TO THE MINNESOTA STATE
ADVISORY COUNCIL ON FLUCTUATING SCHOOL ENROLLMENTS
FOR POLICY ANALYSIS AND RECOMMENDATIONS.

2.

# TEACHER CONTRACTS AND UNREQUESTED LEAVE: THE LAW AND ITS IMPLEMENTATION DURING A PERIOD OF DECLINING ENROLLMENTS AND CONSOLIDATION

## *INTRODUCTION*

In 1974,Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence* and Subd. 6b, *Unrequested Leave of Absence*, were enacted to govern the process of school district staff reduction occasioned by declining enrollments and school district consolidation. It will be the threefold purpose of this paper to:

(1) Analyze the unrequested leave of absence statutes
(2) Contrast Minnesota Statute 125.72, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, with Minnesota Statute 179.61-76, *Public Employee Labor Relations Act of 1971*, noting areas of seeming conflict; and,
(3) Describe current procedures for implementing the unrequested leave of absence statute in Minnesota.

The conclusion of the paper will suggest model legislation to replace 125.12, Subd. 6b, *Unrequested Leave of Absence*, and will indicate other areas in which the legislation needs to be more fully developed.

## *ANALYSIS OF THE MINNESOTA STATUTE 125.12 SUBD. 6a, Negotiated Unrequested Leave of Absence AND SUBD. 6b, Unrequested Leave of Absence**

This section will address the impact of school district consolidation on teacher contracts, particularly the contracts of teachers who have achieved continuing contract status as defined by the Minnesota Statutes, 1974, 125.12, Subd. 3, *Probationary Period* and Subd. 4, *Termination of Contract After Probationary Period*.

It is well established that continuing contracts held by teachers cannot be disallowed in the event of school district

*See Appendix 1 for a review of this law.

consolidation, reorganization, or attachment. The Minnesota Statutes, 1974, 122.45, *Distribution and Division of Assets and Liabilities; Taxation*, Subd. 1 states as follows:

> Title to all property, real and personel, of any district dissolved under the provisions of Section 122.41 to 122.52 and of any unorganized territory, and all legally valid and enforceable claims and contract obligations, pass to the district to which such dissolved district or unorganized territory is attached.

By definition of Section 125.12, Subd. 4, *Termination of Contract After Probationary Period*, a teacher's continuing contract would constitute an enforceable claim and contract obligation.

> A teacher who has completed his probationary period in any school district, and who has not been discharged or advised of refusal to renew his contract pursuant to Subd. 3, shall have a continuing contract with such district. Thereafter, the teachers's contract shall remain in full force and effect, except as modified by mutual consent of the board and the teacher, until terminated by a majority roll call vote of the board upon one of the grounds specified in Subd. 6 or 6a or 6b . . . or by the written resignation of the teacher . . .

However, though continuing contracts do pass to the newly created districts, ground are given in the Statutes for the termination of such contracts in the event of consolidation in 122.46, Subd. 2.

> Continuing contract teachers on the staffs of participating districts shall be retained on the staff of the consolidated districts in positions for which they are qualified under state law and existing board standards to the extent that such positions shall exist.

This provision remained unchanged and in force in spite of the fact that the 1974 Minnesota Legislature passed Minnesota Statutes 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, Subd. 6b, *Unrequested Leave of Absence*. [*see* Appendix 1]. The intent of the Legislature in passing this measure was to answer the concerns of teachers whose districts were contemplating consolidation and/or staff reduction in the face of declining enrollments and to provide standardized procedures to districts faced with necessary staff reduction.

The two subdivisions contradict previous legislation with respect to the termination of continuing teachers' contracts in the event of consolidation. The Minnesota Statutes, 122.46, *Officers and Teachers, Transitional Provisions*, Subd. 2, the school board is given the right to determine which continuing contracts will be retained and which will be terminated according to its definition of position. In Minnesota Statutes, 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, the board has been granted little discretion. In these subdivisions staff reduction must take place in accordance with an unrequested leave of absence plan negotiated by the school board and the exclusive bargaining represenative for the teachers, or in accordance with the state plan outlined in Subd. 6b. Moreover, in those statutes, the teacher's continuing contract is not terminated; instead, the teacher is placed on unrequested leave of absence.

Minnesota Statutes 645.26, Subd. 4, *Termination of Contract After Probationary Period*, provides that, in the case of a contradiction, the most recent law prevails. Hence, Minnesota Statutes 125.12, Subd. 6a and Subd. 6b, takes precedence over Minnesota Statutes 122.46, *Officers and Teachers, Transitional Provisions*, Subd. 2. However, Minnesota Statutes 125.12 is not definitive. It has remained the responsibility of the courts to clarify the limits of school board powers with respect to the termination of continuing contracts for reasons of discontinuance of position, declining enrollments, and other causes outlined in Minnesota Statutes 125.12, Subd. 6, *Grounds for Termination*.

Court cases which have addressed the issue of terminating teacher contracts can be divided into five areas:

(1) Continuing contract status as defined by the Minnesota Supreme Court;
(2) Cause for termination of a continuing contract or placement on unrequested leave of absence;
(3) Legal procedures for termination of continuing contracts or placement on unrequested leave of absence;
(4) Status of probationary or non-tenured teachers; and
(5) Scope of judicial review following school district proceedings.[1]

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[1] The decisions reviewed are all Minnesota Supreme Court decisions unless otherwise noted. Also, the word "tenure" as used in this paper is synonymous with the term "continuing contract" used in Minnesota Statutes 125.12, *Employment; Contracts, Termination*.

## Continuing Contract Status as Defined by the Minnesota Supreme Court

Tenure is often referred to as a "right" acquired by teachers who have successfully completed a specified number of years of service in a school district. Although the statutes refer to "continuing contract rights," it is not an absolute right. School boards have the power to staff their schools in accordance with district needs. They can also dismiss a teachers for cause. In *Frisk, et al. v. Board of Education of the City of Duluth*, 75 N.W. 2d at 514 (1956), the concept was stated as follows:

> [*the tenure law*] did not. . .impair the discretionary power with which school boards and school authorities are vested in order to make the best selections of teachers consonant with the public good when such powers are exercised within the boundaries of the act. The act does not in any sense have the effect of transferring from the school boards . . . to the teachers either the management, supervision, or control of our school system, as it has developed, since such powers have been vested in the school boards by other statutes for general operation and management.

Because continuing contract status was created by the Legislature, it can also be limited by that body, as in the case of school district reorganizaiton. In 1970, the Minnesota Association of Public Schools, composed of public school board members and teachers' organizations, challenged the Minnesota Statute, Chapter 833, 1967, which required the dissolution of all school districts not maintaining both elementary and secondary schools, on the grounds that Chapter 833 unconstitutionally impaired the teachers' continuing contract rights. The Court reasoned to the contrary.

> Since the Legislature has the sole jurisdiction to dissolve or modify a school district, the fact that such modifications or disolution necessitates the termination of a teacher's contract does not make c. 833 an unreasonable means to the end which is sought to be accomplished. This court has recognized that although the teacher tenure law has the direct effect of rewarding qualified teachers with job security and minimizing the role that malice or political or partisan feelings might play in the hiring and dismissing of teachers . . . the tenure law was enacted primarily for the benefit and advantage of the public school system and the state. *Minnesota Association of Public Schools, et al. v. Kenneth Hanson, County Auditor of Otter Tail County, and Duane Mattheis, Commissioner of Education of Minnesota*, 178 N.W. 2d at 852 and 853 (1970).

Hence, continuing contract status is a limited right held by teachers, subject to regulation by the Legislature and the Courts. Possession of a continuing contract does, however, create a form of property right which, in accordance with the Fourteenth Amendment to the United States Constitution, cannot be taken from the tenured teacher without due process of law.

## Cause of the Termination of a Continuing Contract or Placement on Unrequested Leave of Absence

Termination of a Continuing Contract. The legal causes for termination of a continuing contract are outlined in Minnesota Statute 125.12, Subd. 6, *Grounds for Termination*, as:

(a) Inefficient;
(b) Neglect of duty, or persistent violation of school laws, rules, regulations, or directives;
(c) Conduct unbecoming a teacher which materially impaire his educational effectiveness;
(d) Other good and sufficient grounds rendering the teacher unfit to perform his duties.

Minnesota Statutes, 125.12, Subd. 8, *Immediate Discharge*, outlines the grounds for immediate discharge of a teacher:

(a) Serious acts of insubordination;
(b) Neglect of duty; and
(c) Inability to continue assigned duties.

Unrequested Leave of Absence. Placement on unrequested leave of absence may occur in the event of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. A continuing contract teacher is placed on unrequested leave and is entitled to reinstatement should a position occur in the district for which the teacher is qualified and to which he or she is entitled by reason of seniority. No fault is assigned to the teacher for loss of position.

Minnesota Statute 125.12, Subd. 6a and 6b relating to unrequested leaves, is unclear in at least five respects, however:

(1) The term "position" is not defined.
(2) There exists no standard teacher/pupil ratio by which to determine lack of pupils.
(3) The phrase, "financial limitation" is not defined.
(4) The procedure for granting unrequested leaves of absence in the event of school district consolidation is not clearly spelled out.
(5) The legality of the affirmative action clause has not been established.

In *Ging v. Board of Education of the City of Duluth, Bunting v. Same* (7 N.W. 2d, 544, 1974), the court suggested that "position" be defined as "relative place, situation, or standing, specifically, . . . official rank or status." The court rejected definitions of position that were so narrowly defined as "teacher within a particular room, building, or division," or so broadly defined as "teacher of said school district." Nor could the board, in considering the position of elementary teachers, merely define position as that of an "elementary teacher:"

> When a teacher has been assigned to the teaching of primary grades for a period sufficient to establish tenure rights, she should have priority over teachers from the intermediate or grammar grades notwithstanding the tenure rights of each are the same. *Ging*, supra, 7 N.W. 2d at 563.

The definition of "position" supplied in the *Ging* case was undisturbed for thirty-two years until challenged by *Foesch v. District No. 646*, 223 N. W. 2d 371 (1974). Foesch was a second grade teacher whose continuing contract had been terminated[2] due to decrease in student enrollment in the district. Both parties to the case questioned the *Ging* definition of "position" as Foesch maintained that her position was that of second grade teacher while the school board believed that her position was that of "elementary teacher," as stipulated in her contract, and asked that the division of elementary grades into primary, intermediate, and grammer divisions, as outlined in *Ging*, be overruled. The court was reluctant to overrule the *Ging* decision:

> [*to overrule*]. . . is difficult for several reasons. First, we note that *Ging* was decided on the basis of an extensive record which presumably contained factual support for the classifications of "positions" that were established therein. Secondly, *Ging* was decided some 32 years ago. Since then the Legislature had modified the statutes relevant to tenure on numerous occasions. Yet the statutory language relating to position has remained intact. *Foesch*, supra, 223 N.W. 2d at 375.

In spite of its own reluctance to overrule *Ging*, the court did overrule that portion of the decision which classified teachers as primary, intermediate, and grammar, in light of the fact that such a division was no longer relevant to current practice. It then returned the decision as to whether Foesch was a "second grade teacher" or an "elementary teacher" to the district.

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[2] In accordance with earlier statutes, which did not provide for unrequested leave of absence.

> Absent legislative clarification, we feel that the administrative tribunal is the proper forum to take testimony relative to what constitutes a teacher's "position" in light of today's practice. Such testimony should include that of expert witnesses on the specialized training and classification of teachers as such training and classification might have a bearing on what grades of students and types of subjects a tenured teacher might be qualified to teach, particularly as to the Appellant and her replacement. *Foesch*, supra, 223 N.W. 2d at 375.

Hence, to date, the definition of "position," as outlined in the *Ging* case is somewhat shaken, particularly in reference to elementary teachers, until such time as the Legislature or the courts make further clarifications, although "position" probably cannot be broadly defined as a "teacher in the district." Lack of clear guidelines, could cause problems for districts which wish to reduce the overall number of their teaching positions. Even if teachers' contracts are terminated in inverse order to that in which they were hired within fields of certification, the definition of what constitutes a position will be crucial, for it will determine the manner in which the seniority lines are drawn.

A second uncertainty relates to "lack of pupils" as a cause for teacher dismissal. The state does not require any particular teacher/pupil ratio, and there exists no standard by which to determine the validity of argument.

The exact meaning of the phrase, "financial limitations," is unclear as well. It should be assumed that in the event the board considers discontinuing positions on such grounds, it must be able to withstand careful examination of its financial decisions and allocative priorities. Questions could easily arise as to the extent of the financial limitations and whether they justify board action with respect to continuing contracts. Could a district, for instance, discontinue positions on financial grounds and maintain special or extra curricular programs?

A fourth area of uncertainty lies in the provision that "In the case of merger of classes caused by consolidation of districts . . ., the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence . . . shall be negotiable (emphasis added)." The provision does not make clear who negotiates; how a bargaining representative will be chosen; what becomes of previously negotiated individual district plans; or whether or not administrators are included in the plan.

Finally, questions are expected to occur regarding the affirmative action section of the act found in clause (c), Subd. 6b, *Unrequested Leave of Absence*, especially in light of court cases outside the field of education which have focused on the conflict between seniority interests and federal affirmative action requirements in the event of a layoff. The conflict created by contradictory seniority and affirmative action contract provisions may eventually have to be resolved by the United States Supreme Court.

## Legal Procedures for Termination of Continuing Contracts or Placement on Unrequested Leave of Absence

According to Minnesota Statutes, 125.12, *Employment; Contracts, Terminations*, a continuing contract teacher is permitted due notice and a hearing if the teacher is to be terminated or placed on unrequested leave of absence. Presumably, this would also apply when the grounds are "merger of classes caused by consolidation of districts." The hearing procedures are outlined in Minnesota Statute 125.12, Subd. 9, *Hearing Procedures*, and Subd. 10, *Decision* [*see* Appendix 1].

Whenever school boards have failed to follow the notice, hearing, and decision procedures outlined in the statutes, the courts have supported teacher claims. In *Zeller v. Prior Lake Public Schools*, 108 N.W. 2d 302 (1961), a board notified a teacher that her contract would be terminated at the close of the school year and also advised her that a request to hearing would be of little use as the board was firm in its decision. The teacher requested that the matter be "reconsidered" in a letter to the superintendent. The Court ruled that the letter constituted a request for a hearing and ordered the school board to provide her with one.

In the *Fisher* case, a teacher was given less than twenty-four hours notice as to when her termination hearing would occur. The Court ruled that a hearing must be a "meaningful process," and that teacher and counsel must be given time to prepare adequately. The board was ordered to reinstate the teacher, on tenure. *Fisher v. Independent School District No. 118*, 215 N.W. 2d 65 (1975).

Minnesota Statutes 125.12, Subd. 10, *Decision*, requires that board decisions be based on findings of fact. In *Morey v. Board of District No. 492*, 128 N.W. 2d 302 (1964), the Court argued:

> In a case such as the present one, where a school board, acting in a quasi-judicial capacity, might have based its resolution on any or all of several grounds, findings of fact are vital to prevent substitution of the reviewing court's judgment for that of the school board. *Morey*, supra, 128 N.W. 2d at 307.

Despite its quasi-judicial status, the board does not have to adhere strictly to court procedures in the conduct of a hearing. In *State of Minnesota ex rel, Holton v. School District No. 84*, 22 N.W. 2d 277 (1974), a school principal, during a school board hearing on the pending termination of his continuing contract, refused to take the stand on the grounds that he could not be compelled to testify against himself and that the board was required to present its case before he presented his case [*see* Appendix 1: Minnesota Statute 125.12, Subd. 9, *Hearing Procedure*]. At that point, the board terminated the hearing and decided against the principal. The principal appealed. The Minnesota Supreme Court, after reviewing the evidence which the school board had presented in support of its decision to terminate Holton's contract, found that there was sufficient evidence for his discharge:[3]

> We are of the opinion that Holton was afforded an adequate hearing and that his refusal to submit to adverse examination justified the board's action in concluding the proceedings. . .we do not hold school boards in termination hearings to the same strict rules we require of trial courts. . .Although the fairness of a hearing before a tribunal which may have already decided the outcome is at first blush questionable, the object of such proceedings under Section 125.12 is not so much to reach a wholly impartial decision as it is to ventilate the grounds for terminating the contract and create a record for judicial review. *Holton*, supra, 22 N.W. 2d at 282.

Where a school board attempts to evade the continuing contract law completely by hiring a teacher as a "substitute" for a period of years, the Court will fend for the teacher. In *Perry v. School District No. 696*, 210 N.W. 2d 283 (1973), the school board in question had a policy not to hire married women teachers except as substitutes when no male or single female teacher could be found instead. Subsequently, Perry, a certified, married, elementary teacher, was hired for three consecutive years as a "long-term substitute." No question arose as to the adequacy of her performance. Nevertheless, her contract was not renewed at the close of the third year. The court ruled that the school board had utilized its policy solely to avoid giving tenure to married women in circumvention of

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[3] This is an unusual decision for two reasons. Not only was the board allowed to deviate from clearly expressed Statutory procedure without being ordered to grant a new hearing to the Appellant, but the Court also involved itself in the specifics of the case, which, as shall be demonstrated in a following section, is an involvement which the Court has often spoken directly against.

Minnesota Statutes 125.12, *Employment; Contracts, Terminations;* that Perry had not been offered a choice between a substitute or regular contract; and that Perry must therefore be offered a continuing contract. The Court declined to rule on the Fourteenth Amendment aspects of the board's policy toward married women teachers, an issue raised by the plaintiff.

Another case involving a substitute teacher has implications for the nontenured teacher as well. *Marolt v. School District No. 695*, 217 N.W. 2d 212 (1974) involved a young man who had been hired by a school board to replace a teacher who entered military service. Under the provisions of 192.261, Subd. 2, a public employee who entered military service notified the school board that he intended to return to his former position upon his impending discharge. The board terminated Marolt's contract on the grounds that his position had been discontinued. Marolt challenged the board's decision on the grounds that he had acquired continuing contract rights. The Court agreed that he had acquired such rights, even though he had been hired on the understanding that he was only replacing the teacher in the military service. Furthermore, the Court noted that nontenured teachers had been retained on the staff in positions which Marolt was qualified to hold when his position was discontinued. The Court concluded:

> This question has not been decided by the court. . . 125.12 is intended primarily to protect a teacher who has entered upon continued contractual service. . . Therefore, we hold that respondent school board, upon concluding that there was a justifiable need for the discontinuance of an English teacher position, could not terminate a tenure teacher and retain a nontenure teacher to fill a position for which the tenure teacher was qualified. *Narikt*, supra, 217 N.W. 2d at 216.

The case was returned to the school board to determine which of the nontenured English teachers would be dismissed in place of Marolt. In summary tenure, or continuing contract status, is the guarantee of certain statutory procedures prior to changing the status of the contract.

Status of Probationary and Nontenured Teachers. Minnesota Statutes 125.12, Subd. 6b, *Unrequested Leave of Absence*, provides that the probationary teacher will be the first to be granted unrequested leave of absence, except when such action would place the district in violation of affirmative action guidelines; and that the probationary teacher will be reinstated only after all continuing contract teachers on unrequested leave have returned to positions for which they are qualified.

Minnesota Statutes 125.12, Subd. 3, *Probationary Period*, entitles the probationary teacher to written notice of contract nonrenewal prior to April 1 and, upon request by the teacher, a written statement of the school board's reasons for dismissal within ten days, including a statement that the teacher had been furnished with appropriate supervision. The law does not require that the school board conduct a hearing.

In a subsequent case, the Court ruled that a contract nonrenewal is valid even though the letter which states the reasons for nonrenewal has not been approved at a regular meeting of the school board. *Shell v. District No. 811*, 223 N.W. 2d 744 (1974).

The Court also has upheld the right of school boards to terminate the contracts of probationary teachers without a hearing. In *Pearson v. School District No. 716*, 188 N.W. 2d 776 (1971), the Court stated:

> . . .A proper distinction between the two classes of teachers is made in granting a hearing to a tenured teacher whose contract is terminated by a school board and denying a hearing to a probationary teacher whose contract is not renewed. *Pearson*, supra, 188 N.W. 2d at 779.

The United States Supreme Court has specified one condition under which a probationary teacher must be granted a hearing--when the teacher can demonstrate that he or she has been deprived of liberty or property protected by the Fourteenth Amendment. In *Board of Regents of State Colleges v. Roth*, 92 S. Ct. 2701 (1972), the Court remarked:

> . . .Where a person's good name, reputation, honor or integrity is at stake because of what the government is doing to him notice and an opportunity to be heard is essential. *Roth*, supra, 92 S. Ct. at 2709.

In light of the Roth case, school boards would be advised to include only professional considerations in its written reasons for contract nonrenewal, and to avoid charges which might be construed as damaging the teacher's good name, reputation, honor, or integrity.

Scope of Judicial Review. Minnesota Statutes, 125.12, Subd. 11, *Judicial Review*, provides for a judicial review of school board proceedings relative to termination of teacher contracts or placement of teachers on unrequested leave of absence. The courts have limited the scope of their review to three areas: (1) jurisdiction of the board; (2) regularity of its proceedings; and, (3) the merits of the controversy.

In the *Ging* case, mentioned earlier, the Court described its "limited jurisdiction," which is:

> . . .necessarily confined to questions affecting the jurisdiction of the board, the regularity of its proceedings, and, as to the merits of the controversy, whether the order or determination in a particular case was arbitrary, oppressive, unreasonable, fraudulent, under an erroneous theory of law, or without any evidence to support it. A court cannot put itself in the place of the board and try the matter de novo, and substitute its findings for those of the board. *Ging*, supra, 7 N.W. 2d at 556.

Judicial review of administrative procedures is especially significant since administrative bodies "serve in the triple capacity of complainant, prosecutor, and judge." Hence, the Court continued in *Ging*,

> This anomaly in procedure makes it vitally necessary that in reviewing administrative decisions, courts zealously examine the record with a view to protecting the fundamental rights of the parties, least the rule against arbitrariness and opressiveness become a mere shibboleth. . .*Ging*, supra, 7 N.W. 2d at 553.

Despite its powers of review, the Courts have refrained from substituting its findings for those of the board, or from trying a matter de novo.

In the *Pearson* decision, the Court reasoned:

> We must also be controlled by well-established authority which recognizes that it is the duty of the courts, regardless of personal views or individual philosophies, to uphold regulations adopted by administrative authorities unless those regulations are clearly arbitrary or unreasonable. Any other approach would result in confusion detrimental to the management, progress, and efficient operation of our public school system. . .This court cannot substitute its judgment for that of the school board. . .As amicus curiae points out, to do so would divest the school board of the aurhority which was granted to it by the legislature and make the court an additional member of every local school board in the state. *Pearson*, supra, 188 N.W. 2d at 779.

Summary. Based on the material presented, the following summary is in order:

- Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, passed in 1974, will prevail as the standard for staff reduction in the event of declining enrollments and school district consolidations, in spite of the fact that other sections of the statutes are in conflict with the new law.

- Continuing contract status is a condition created by the Legislature and may be modified as necessary. The modification of the continuing contract law, or of school district boundaries, will not result in an unconstitutional impairment of contracts.

- Causes for termination of continuing contracts or for placing teachers on unrequested leave of absence are outlined in the Minnesota Statutes 125.12, *Employment; Contracts, Terminations*, but certain terms in the law remain imperfectly defined by either the legislature or the courts.

- The order in which teachers are to be placed on unrequested leave of absence in the event of consolidation of school districts is negotiable, and need not be governed by seniority, as is the case in other staff reduction situations.

- Procedures which must be followed when terminating a continuing contract, or when placing a teacher on unrequested leave of absence, are well defined in Minnesota Statute 125.12, *Employment; Contracts, Termination*. The courts will not tolerate variance from these procedures on the part of school boards.

- School boards are not, however, expected to adhere to the strict protocols of criminal or civil procedings. A spirit of fairness is required.

- The Minnesota Supreme Court has decided that a tenured teacher's contract may not be terminated while a probationary teacher remains in a position to which the tenured teacher is entitled.

- Probationary teachers are entitled to a statement of reasons for which their contract was not renewed. They are not entitled to a hearing.

- The guarantee of the hearing is the clear line of demarcation on distinguishing the continuing contract teacher from the probationary teacher.

- The Court is reluctant to substitute its judgment from that of the school board. In accordance with the statutory division of powers, it will examine administrative procedures and will render opinion as to whether the school board's decision was arbitrary, oppressive, unreasonable, fraudulent, erroneous, without evidence, or outside its legal jurisdiction; it will not, however, conduct a rehearing. If the court discovers any irregularities, it will generally return the case to the school board for further consideration.

# CONTRAST BETWEEN MINNESOTA STATUTE 125.12, SUBD. 6a, *Negotiated Unrequested Leave of Absence*, AND SUBD. 6b, *Unrequested Leave of Absence*, AND MINNESOTA STATUTE 179.61, *The Public Employment Labor Relations Act of 1971*

## Introduction

Like all organizations representing public employees in the state of Minnesota, teacher organizations are subject to the regulations outlined in Minnesota Statutes 179.61 to 179.76, *The Public Employment Labor Relations Act of 1971* [*see* Appendix 2]. Teacher organizations are also subject to the 1974 Minnesota Statute 125.12, Subd. 5a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, described previously. This section of the paper will summarize key provisions in the *Public Employment Labor Relations Act of 1971* noting areas of conflict with the provision for unrequested leaves of absence in Minnesota Statutes 125.12 as well as methods by which those conflicts could be resolved.

## Summary of Public Employment Labor Relations Act

*The Public Employment Labor Relations Act of 1971* contains the following provisions relative to education:

- Teachers, principals and assistant principals, and confidential employees are distinguished as separate groups.
- The means of selecting an exclusive representative for all teachers in a district are outlined.
- The scope of negotiations is outlined.
- Teacher groups, but not principals and assistant principals, or confidential employees, are granted a limited right to strike.
- Conflict resolution is provided by binding arbitration which must be entered by the teachers and the board. In the event that the board refuses to submit to binding arbitration or comply with the results of the binding arbitration, the teachers may resort to strike.
- Penalties for an illegal strike are given. Teachers who engage in an illegal strike lose their right to employment or, if rehired, are subject to the loss of tenure rights. Teachers may not receive pay for any of the days on which they were on strike. A union found to have encouraged an illegal strike loses its status as the exclusive representative in that district and may not be recertified for the period of two years.
- Hearing procedures, by which the board may determine if certain teachers were in violation of the law, are provided.

Contrast Between Minnesota Statutes 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*, and Minnesota Statute 179.61-76, *The Public Employment Labor Relations Act of 1971*

An examination of the two statutes reveals areas of apparent conflict. Minnesota Statutes 645.26, Subd. 4, *Laws Passed at Different Sessions*, cited earlier, provides that in the case of conflict, "the law latest in the date of final enactment shall prevail," in this case, Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and Subd. 6b, *Unrequested Leave of Absence*. However, some conflicts are not due to specific contradictions in language but rather, to language omissions, which makes application of Minnesota Statutes 645.26, Subd. 4, *Laws Passed at Different Sessions*, difficult.

Following is a discussion of five areas in which the two statutes conflict or do not clearly coincide.

Bargaining Units. The most salient provisions relating to bargaining units are as follows:

> Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*.
>
> The school board and the exclusive bargaining representative of the teachers may negotiate a plan providing for unrequested leave of absence without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations or merger of classes caused by consolidation of districts. . .
>
> Minnesota Statute 179.63, *Definitions*, Subd. 17.
>
> "Appropriate Unit" or "unit" means a unit of employees, excluding supervisory employees, confidential employees and principals and assistant principals,. . .and in the case of school districts, the term means all the teachers in the district.

In light of the definition of "unit" in Minnesota Statute 179.63, Subd. 17, the negotiations process described in Minnesota Statute 125.12, Subd. 6a would appear to exclude principals, assistant principals, and supervisory personnel. An Attorney General's opinion (November, 1975) provided some clarification in ruling that the negotiated plan referred to in Minnesota Statute 125.12, Subd. 6a, encompasses all certified district employees including administrators.

Placement of Teachers on Unrequested Leave of Absence in the Event of Consolidation.

Minnesota Statute 125.12, Subd. 6b, *Unrequested Leave of Absence.*

> . . .In the case of merger of classes caused by consolidation of districts. . .the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified shall be negotiable. [Emphasis added.]

Negotiable with whom, and when? Presumably, the negotiations would commence **after** the consolidation of the districts involved had legally taken place. Any staff reduction plans which might have been agreed upon before consolidation would be superseded by the staff reduction plan drawn up by the new district. This, however, is not specified in the law; nor does the law specify the method by which an exclusive bargaining representative will be selected following consolidation, a potentially difficult task if the districts had been represented by rival teacher organizations.

If the provisions of Minnesota Statute 179.67, *Exclusive Representation; Elections; Recertification,* were involved, negotiations could not take place until a new exclusive representative had been certified. The likelihood of such a delay might discourage districts from consolidating.

Finally, the status of teachers' continuing contract rights and seniority in the event of consolidation is unclear. Minnesota Statutes 125.12, Subd. 4, *Termination of Contract After Probationary Period,* Provides that "a teacher who has completed his probationary period in any school district. . .shall have a continuing contract with such district" [Emphasis added]. The law does not specify whether continuing contract rights, and the degree of seniority contained therein, carry over when two district consolidate, or whether teachers begin employment in the newly created district with equal seniority.

The issue of combining seniority lists when organizations consolidate has arisen often in the private sector. One case, *Fischer et al v. Guaranteed Concrete Company,* 151 N.W. 2d 266 (1967), illustrates the thinking of the Minnesota Supreme Court on the matter. The case involved the purchase of a smaller company by a larger company, and a move by employees of the smaller company to transfer their seniority to the new company on the basis of their length of service to the smaller company. This move was opposed by employees of the larger company, and the union, which represented both groups, took a neutral position. The Court, finding no language in the purchase agreement relating to employees' seniority, ruled against the employees from the smaller company. A similar situation could occur in the consolidation of a small district with a larger district.

Binding Arbitration and Seniority Rights Following Consolidation. Minnesota Statute 125.12 Subd. 6a, *Negotiated Unrequested*

*Leave of Absence*

> . . .The provisions of section 179.72 shall not apply for the purposes of this subdivision (emphasis added).

This savings clause with respect to binding arbitration is included in Subd. 6a but not in Subd.6b, *Unrequested Leave of Absence*. Consequently, there is no reason why the provisions of Subd. 6b, including the matter of negotiations following consolidation, must be excluded from binding arbitration. As such, unrequested leave of absence plans under Subd. 6b could be a cause for a strike under the general guidelines of *The Public Employment Labor Relations Act of 1971*.

Scope of Negotiation.

Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, and 6b, *Unrequested Leave of Absence*.

> The school board and the exclusive bargaining representative of the teachers may negotiate a plan providing for unrequested leave of absence without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by Minnesota Statute 125.12, Subd. 6b, *Unrequested Leave of Absence*, consolidation of districts. . . in the case of merger of classes caused by consolidation of districts, or in the case of equal seniority, the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified shall be negotiable.

Minnesota Statute 179.63, *Definitions*, Subd. 18.

> The term "terms and conditions of employment" means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees the term does not mean educational policies of a school district. The terms in both cases are subject to the provisions of section 179.66 regarding the rights of public employers and the scope of negotiations.

Minnesota Statute 179.66, *Rights and Obligations of Employees*.

> A public employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall

> budget, utilization of technology, the organization structure and selection and direction and number of personnel [Emphasis added].

There are, under government regulation, three broad areas within the scope of negotiations: mandatory, permissive, and prohibited. Mandatory areas include salaries and other relevant terms and conditions of employment on which employers are required to meet and negotiate. Permissive areas are those on which employers may or may not meet and negotiate at their discretion. Prohibited areas include subjects reserved by law for executive decision.

Minnesota Statute 179.66, *Rights and Obligations of Employees*, includes selection and direction and number of personnel as subjects which are permissive within the scope of bargaining. Minnesota Statutes 125.12, Subd. 6a and 6b, however, has made negotiations on seniority mandatory in the event of "discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation," thus appearing to further delimit the perrogatives of administrative agencies.

Applicability of the Agreement Once Reached.

Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*.

> The school board and the exclusive bargaining representative may negotiate a plan providing unrequested leavs of absence. . .Failing to successfully negotiate such a plan by the beginning date of a new master contract, the provisions of subdivision 6b shall apply. The provisions of section 179.72 shall not apply for the purposes of this subdivision.

Minnesota Statute 179.63, *Definitions*, Subd. 16.

> "Meet and negotiate" means the performance of the mutual obligations of public employers and exclusive representatives of public employees to meet at reasonable times, including where possible meeting in advance of the budget making process, with the good faith intent of entering into a agreement with respect to terms and conditions of employment; provided, that by such obligation neither party is compelled to agree to a proposal or required to make a concession.

In accordance with these two laws, school boards may vary from the terms of the negotiated plan and substitute modifications of their own when circumstances force them to do so. If this should become the case, neither the provisions of Subd. 6b, which may be invoked when an agreement cannot be reached before the beginning of a new master contract date, nor the provisions of a request for binding arbitration, will apply. Therefore, were the Legislature or State Board to pass new regulations relating to such topics as affirmative action programs, staff integration plans, or new school district consolidation measures, or, if unusual circumstances arose in the district, the board could modify the negotiated plan or act outside its boundaries. The only recourse available to teachers would be to request new negotiation sessions to consider a new plan under the altered circumstances.

The unrequested leave of absence plan, as outlined in Subd. 6b, would be more difficult for a board to modify because it is legislatively mandated. School boards would need clear legislative authority to vary from its terms.

A United States Appeals Court decision illustrates a circumstance in which a contractual agreement may be broken. The case arose in Newark, New Jersey, where the board had negotiated a plan with the bargaining representative of the teachers which stipulated that the positions of principal and vice principal would be filled on the basis of competitive examinations. Persons desiring to be promoted would be placed on a list in numerical ranking according to their test performance. Subsequently, the Newark board determined that the presence of large enrollments of minority children in the schools presented a need for more minority personnel in principal and vice principal positions, and proceeded to fill vacancies on the basis of recommendations of a selection committee. The teachers organization brought action and the court ruled:

> Faculty selection must remain for the broad and sensitive expertise of the school board and its officials. . .notwithstanding an existing employment agreement where subsequent conditions make impossible a literal performance of all its terms. The essence of the modern defense of impossibility is that the promised performance was at the making of the contract, or thereafter became, impractical owing to some extreme or unreasonable difficulty or the like. . .*Porchelli v. Titus*, 261 A 2d 364 at 368 (1969).

The following sections do not conflict, but are included for discussion because of their importance.

Strikes and Penalties.

Minnesota Statute 125.12, Subd. 4, *Termination of Contract After Probationary Period.*

> A teacher who has completed his probationary period in any school district, and who has not been discharged or advised of a refusal to renew his contract pursuant to Subd. 3, shall have a continuing contract with such district.

Minnesota Statute 179.64, *Strikes; Prohibition; Penalties.*

> A public employee who knowingly violates the provisions of this section and whose employment has been terminated pursuant to this section, may, subsequent to such violation, be appointed or reappointed, employed or reemployed, but *the employee shall be on probation for two years* with respect to civil service status, *tenure of employment, or contract of employment*, as he may have theretofore been entitled. [Emphasis Added].

In light of Minnesota Statutes 179.64, Subd. 4, a teacher strike over the issue of seniority rights would be unprofitable. If the Court ruled that the strike was illegal, teachers might be terminated or, if reappointed, would be placed on probationary status, thus losing their continuing contract rights.

Following the Minneapolis teachers strike in 1970, the Attorney General delivered an opinion regarding a section of Minnesota Session Laws, 1965, Chapter 838, worded exactly like the section of Minnesota Statutes 179.64, Subd. 4, quoted above. According to the Attorney General, the law "clearly deprives a striker of tenure rights," but was not meant to "penalize striking employees unreasonably," as by reducing their salary below that commensurate with degrees earned.

### Hearings Which Follow a Strike.

Minnesota Statute 125.12, Subd. 9, *Hearing Procedures*

> [*see* Appendix 1 for a full description of the hearing procedures for the termination of a continuing contract.]

Minnesota Statute 179.64, *Strikes; Prohibitions; Penalties.*

> Notwithstanding any other provision of law, any public employee who violates the provisions of the section may have his appointment or employment terminated by the employer effective the date the violation first occurs. . .

Minnesota Statute 179.64, *Strikes; Prohibition; Penalties.*

> For the purposes of this subdivision an employee who is absent from any portion of his work assignment without permission, or who abstains wholly or in part from the full performance of his duties without permission from his employer on the date or dates when a strike occurs is *prima facie presumed to have engaged in a strike on such date or dates*. [Emphasis added].

> Minnesota Statute 179.64, *Strikes; Probitions; Penalties*, Subd. 5.
>
> Any public employee, upon request, shall be entitled, as hereinafter provided, to establish that he did not violate the provisions of this section. Such request must be filed in writing with the officer or body having the power to remove such employee, within ten days after notice of termination is served upon him; whereupon such officer, or body, shall within ten days commence a proceeding at which such person shall be entitled to be heard for the purpose of determining whether the provisions of this section have been violated by such employee, and if there be laws and regulations establishing proceedings to remove such public employee, the hearing shall be conducted in accordance therewith. [Emphasis added].

These sections provide that, when hearings are conducted pursuant to Minnesota Statute 179.64, procedures must be followed as outlined in Minnesota Statutes, 125.12, *Hearing Procedures*, or Minnesota Statute 125.17, *Teacher Tenure Act: Cities of the First Class; Definitions*. However, unlike hearings in which the school board is attempting to terminate a teacher contract for cause or discontinuance of position, the burden of proof is a hearing conducted to determine teacher participation in an illegal strike rests with the teacher, not the board.

In an opinion rendered following the Minneapolis Teachers' Strike, the Attorney General presented a five-part interpretation of the law.

> Under the provisions of [PELRA], the burden is on the teacher to establish that he did not violate the no-strike law. . .[From a study of the law], a number of things become apparent: (1) the burden of initiating the hearing is on the teacher; (2) the hearing must be conducted under the procedural guidelines broadly set forth in Minnesota Statutes, 1967, Section 125.17, and the common law as a civil matter; (3) the burdens of persuasion and proof that the teacher did not strike are on him; (4) the teacher need not overcome his burdens "beyond a reasonable doubt," he need do so only by establishing his non-striker status by a predonderance of the evidence; and (5) the teacher's burden is met by a prima facie showing if no rebuttal evidence is offered. . .However, doubts as to whether a teacher has presented sufficient evidence to carry his ultimate burden must be resolved against him. Attorney General Opinion, 270-D, Pg. 11, April 29, 1970.

Summary. Based upon the foregoing discussion, the following summary is in order:

- Until such time as the two laws discussed in this paper are brought into more substantial agreement, the omissions and conflicts in the two provisions will generate confusion in districts faced with necessary staff changes.
- Neither law, particularly Minnesota Statute 125.12, Subd. 6a and Subd. 6b will serve as an impetus for positive change with respect to school district organization.
- If it becomes the intention of the legislature to stimulate school district reorganization to achieve greater economy and efficiency, certain changes in the law should be considered. Such changes might include, but are not limited to, the following:

  A. In Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, include explicit recognition of supervisory personnel, principals and assistant principals, and confidential employees, and permit them to negotiate staff reduction plans.

  B. In Minnesota Statute 125.12, Subd. 6b, *Unrequested Leave of Absence*, remove the special provision relating to teachers and school district consolidation.

  C. In Minnesota Statute 125.12, provide a new subdivision devoted to consolidation situations which would require (1) that teachers' continuing contract rights and seniority would be transferrable from the district in which they had been teaching to the new consolidated district; (2) that an election be held in advance of consolidation to determine the exclusive bargaining representative upon consolidation; and (3) that a staff reduction plan for the consolidated district be developed at the earliest possible date following the election of the bargaining representative.

- Permit some form of conflict resolution in Minnesota Statutes 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, other than automatic reversion to the state plan outlined in Subd. 6b, thus encouraging the teachers and the board to develop an unrequested leave of absence plan which will best fit their community and the prevailing circumstances. No conflict resolution procedure should permit strikes.
- In Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*, provide a means by which the unrequested leave of absence plan might be altered or renegotiated as circumstances require.
- Revise Minnesota Statutes 125.12, Subd. 9, *Hearing Procedures*, to incorporate hearings held to determine no-strike status.

## *CURRENT PROCEDURES FOR IMPLEMENTING MINNESOTA STATUTES 125.12, SUBDIVISION 6a, Negotiated Unrequested Leave Of Absence AND SUBDIVISION 6b, Unrequested Leave of Absence*

### Introduction

Despite contradictions and confusion in the law, school districts have proceeded to negotiate and implement plans governing the process of unrequested leave of absence. The third section of this paper will (1) describe the process of implementation in general; (2) compare and contrast four negotiated leave plans; and (3) examine a recent Attorney General's opinion addressing key questions which have emerged during the implementation process.

### The Process of Implementation

Interviews with representatives of the Minnesota Education Association (MEA) and the Minnesota School Boards Association (MSBA); state legislators, legislative staff members, and professional labor negotiators reveal the following picture with regard to the statewide development of negotiated plans for unrequested leave of absence:

- Approximately one-third of the school districts of the state have negotiated their own unrequested leave of absence plans under the provisions of Minnesota Statute 125.12, Subd. 6a, *Negotiated Unrequested Leave of Absence*. The remaining districts, some of which have not faced staff reduction needs, are abiding by the so-called state plan outlined in Subd. 6b, *Unrequested Leave of Absence*. This assessment does not include the large group of teachers employed by cities of the First Class for whom the option does not exist, governed as they are by Minnesota Statute 125.17, *Teacher Tenure Act, Cities of the First Class; Definitions*.
- The negotiated plans vary in scope. Some are close adaptations of the state plan, clarifying only minor details. Others are relatively detailed.
- Neither the MSBA, which analyzes all district contracts in the state each year, nor the labor negotiators were aware of a single negotiated plan which does not use seniority as the central concept in staff reduction. There are no known plans utilizing merit except under the limited circumstances in cases of equal seniority, and these are few in number.
- School boards which have proposed a staff reduction plan based on criteria other than seniority have met with opposition, and teacher groups have, instead, decided in favor of the state plan. Because of the automatic reversion provision, and because the law stipulates that agreement must be reached by a given date, the question of a negotiated plan has not been the focal point of protracted disagreement in any district in the state.

- The most serious difficulties arising from the field seem to involve the question of "bumping"--whereby a teacher or principal, certified but not recently teaching in a subject field, can assume the position of a less senior teacher currently in the subject field. The problem is especially pronounced in the case of life certificate holders since life certificates contain broad certification classifications which are exempted from further state regulation or up-dating by the Minnesota Statutes 125.181-125.187, *Professional Practices Act of 1973*.
- Although the potential exists, no litigation has commenced by teachers who have been laid-off under the seniority provisions of a negotiated plan or under 6b.
- Innumerable questions have arisen in the implementation of the law involving specific situations in individual districts. Some of these questions were included in an inquiry to the Attorney General of the State of Minnesota, who issued an opinion on them in November, 1975. This opinion will be discussed at length later in this report.

## Similarities and Differences Among Negotiated Staff Reduction Plans

Four negotiated plans for unrequested leave of absence were examined for similarities and differences. All of the plans were contained in 1975-77 master agreements. The school districts represent different areas in the state, and vary considerably in size.

The plans were similar in four major respects:

1. All four contracts use seniority as a basis for placing teachers on unrequested leave of absence, when such action becomes necessary.
2. All four contracts provide that only full-time teachers will be considered on the seniority lists--an ommission in the law. Three of the contracts attempt to make some provision for the part-time staff.
3. All four contracts specify a manner in which the seniority list will be drawn up; requires that it be made available to the teachers; and, provides a means by which teachers may challenge the decision.
4. There is apparently concern that districts could spend a great deal of time attempting to locate teachers who become eligible for reinstatement. Therefore, the responsibility for informing the district of where to reach the teacher on leave is placed on the teacher in all four contracts. The state plan allows the teacher thirty days to respond to a recall. Three of the negotiated plans shorten this period considerably. All four contracts terminate teacher's reinstatement rights, and their leave status, upon failure to respond. These procedures speed the process of reinstatement, and also give greater opportunity to other teachers to fill given positions, should more senior teachers not want them.

The plans differed in at least five respects:

- The means by which ties are broken vary considerably. One plan resorts to the flip of a coin, one relies on lane placement, one resolves the matter by flavoring the lowest certificate number, presumably flavoring the older teacher, and one leaves the final decision to the discretion of the school board on a number of criteria illustrating the closest approximation to a merit decision in any of the contracts.
- Two plans attempt to define a "qualified teacher" in an effort to solve the bumping problems described earlier.
- Once a teacher has been notified of the district's intent to place him or her on unrequested leave, it becomes the responsibility of the teacher, in one contract, to decide who to bump. That teacher then can bump someone else, in turn. One can envision a sort of domino effect occuring in the district whenever staff reductions become necessary. Perhaps some attention should be given to the staff relations, such a plan would foster in a district where it was implemented.
- The question of a hearing afforded to a teacher who is about to be placed on unrequested leave is not addressed in two contracts, although the provisions of Minnesota Statute 125.12, Subd. 4, *Termination of Contract After Probationary Period,* may be construed to apply. One negotiated plan requires a hearing if the teacher requests it, and one plan specifically waives a hearing when placing teachers on unrequested leave.
- Finally, although the state plan allows for two years of unrequested leave of absence, two contracts lengthen this period, one to four years at the discretion of the teacher, and one to six years.

## The Attorney General's Opinion Regarding Minnesota Statute 125.12, Subdivision 6b, *Unrequested Leave of Absence*

In 1975, the law firm of Peterson, Popovich, Knutson and Flynn submitted a number of questions to the Attorney General which had arisen during the implementation of Minnesota Statute 125.12, Subd. 6b. The Attorney General's response[4] provides the only legal interpretation to date since no court decisions have been rendered relative to the statute. A number of important principles emerged from the opinion and are outlined below:

Determination of Seniority. The first cluster of questions submitted relate to the order in which teachers shall be placed on unrequested leave. 125.12, 6b (b) requires that they be placed on leave in, "The inverse order in which they were employed by the school district." Questions arose as to whether this employment stemmed from the date the teaching contract was signed or from the first date of actual service to the district. Although one of the negotiated contracts in the proceeding section uses the date of signing as the critical date, the Attorney General specified that "employment" for the purposes of seniority would begin on the first date of actual service. This decision therefore results in many ties in length of service in school districts since most teachers begin their employment in a district at the opening of the school year.

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[4] State of Minnesota, Office of the Attorney General, Opinion #3328. November 20, 1975.

Interruption of Employment. Teachers whose service has been interrupted by resignation and return count their employment from the date of resumption of service. This is not the case, however, when teachers have been granted an approved leave of absence, sabbatical leave or, have been placed on unrequested leave of absence. In these cases, employment has not been interrupted and seniority rights accrue from the original date of service.

Part-time Teachers. An omission in the law involved teachers who are less than full-time with respect to seniority. Therefore, a number of questions in the opinion are addressed to this omission. Having no specific guidance from the statutes to the contrary, the Attorney General again specified that the critical date was the first date of employment whether or not subsequent service was on a full or part-time basis. This principle was even applied to substitutes teaching on a continuous basis within a district.

Hearings. The Attorney General stated that teachers who will be placed on unrequested leave do have a right to a hearing according to procedures outlined in Minnesota Statute 125.12, Subd. 4, *Termination of Contract After Probationary Period.*

Seniority Ties. The law stipulates that the method of breaking ties in cases of equal seniority shall be negotiable. The Attorney General thus declared this question to be a mandatory subject of negotiation, and not one which could be unilaterally decided by the board. Further, even if both the exclusive bargaining representative and the board agree, such methods as flipping a coin are "arbitrary and capricious because they bear no rational relationship to the nature of the decision to be made."[5]

Bumping. The Attorney General noted that the law made no distinction between teachers and supervisory personnel. Therefore, "Where two 'teachers' are certified to serve. . .the date of employment by the district and not the time spent in the certified area" is the determinant of seniority.

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[5] State ex. re. Ging, supra, 7 N.W. 2d 544.

Rights of Teachers on Unrequested Leave of Absence. With respect to teachers who are on leave of absence, the Attorney General determined that they have legal right to notification of all positions for which they are certified, including those positions for which they become qualified during the course their leave of absence. Their rights to reinstatement do not terminate even if they fail to respond to a notification that a position is available to them.

Use of Both Subdivisions 6a and 6b. Finally, the question was asked as to whether districts which have adopted their own negotiated plans under Subdivision 6a may also rely on Subdivision 6b to fill in the gaps in their own plans. The Attorney General noted that there was "no provision in either subdivision for application of both subdivisions at the same time."

The Attorney General's opinion has filled some, but not all, of the vacant areas in the law. The opinion now controls those areas not sufficiently covered by the statutes until superseded by a court decision or by amendments to the statutes.

Conclusion: Suggested Changes in the Law. In light of problems, contradictions and confusions inherent in Minnesota Statute 125.12, Subd. 6a and Subd. 6b, the remainder of this paper will describe and discuss model legislation proposed by the Minnesota School Boards Association to replace or supplement aspects of the current law.[6]

The existence of two provisions Subdivision 6a and Subdivision 6b, is supported by teacher organizations and seems to allow for local flexibility. However, Subdivision 6b, *Unrequested Leave of Absence*, should be repealed and rewritten. The following language is suggested.

*Definitions*

Subd. 1. For purposes of this policy, the terms defined shall have the meaning respectively ascribed to them.

Subd. 2. "Teacher" means a principal, supervisor, classroom teacher and any other professional employee required to hold a certificate from the State Department except superintendent and assistant superintendent.

Discussion. Separate principals and assistant principals from teachers. For the sake of consistency, use the definitions given in the Public Employment Labor Relations Act. *See* 179.63,

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[6] From Minnesota School Board Association, Suggested Unrequested Leave of Absence and Seniority Agreement, St. Peter, Minnesota, 1976.

*Definitions*, Subd. 13 and Subd. 14. This suggestion is consistent with the fact that principals and assistant principals are empowered to form a separate bargaining unit under 179.65, *Rights and Obligations of Employees*, Subd. 6.

Subd. 3. "Qualified" shall mean a teacher who, in addition to the state certificate, has a major in the subject matter of field taught, and has successfully had teaching experience such subject matter within the past five years in the school district.

Discussion. Define, "Has successfully had teaching experience of such subject matter within the past five years in the school district." A successful teaching experience could last only a few days or weeks while a teacher filled-in for another on leave, or substituted. A period of duration, or a percentage of total time within a given school year should be specified.

Subd. 4. "Subject matter or field" shall mean teachers in the following categories:

Elementary Categories: (1) teaching, grades kindergarten-six (including instructional consultants); (2) art; (3) counselors; (4) librarian; (5) physical education.

Secondary Categories: (1) art; (2) business education; (3) counselor; (4) foreign language; (5) home economics; (6) industrial arts; (7) language arts; (8) librarian; (9) mathematics; (10) physical education; (11) science; (12) social studies.

K-12 Categories: (1) EMR (special education); (2) instrumental music; (3) nurse; (4) school psychologist; (5) SLBP; (6) social worker; (7) speech therapist (clinician); (9) vocal music.

Discussion. This subdivision approaches the definition of teaching position which was requested by the Minnesota Supreme Court as early as 1974 in the *Ging* case.[7] As such, it would constitute a worthwhile addition to the law, although other instructional categories might also be added. Since principals and assistant principals would already be defined separately in Subd. 2, no further definition would be necessary under this subdivision.

Subd. 5. "Seniority" means full-time, continuing contract qualified teachers commencing with the first day of actual service in the school district and shall exclude probationary teachers, part-time teachers who spend less than 50 percent of a school year in employment, and those teachers who are acting incumbents for teachers on authorized military, or other similar leave of absences.

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[7] *Ging*, op. cit., p. 544.

In determining the length of seniority, a teacher whose employment has been legally terminated by resignation, or termination pursuant to M.S. 125.12, but whose employment was subsequently reinstated, by action of the school board and the teacher, without interruption of regular service, shall retain his original seniority date.

Subd. 6. "School board" means the local governing board of the school district.

Discussion: Subdivision 5 is clearly necessary to correct an omission in the current law. The word "Seniority" however, does not mean teachers but rather that which is accrued to teachers. The word "substitutes" should be added to the classification of other part-time personnel.

## *Unrequested Leave of Absence*

Subd. 1. The school board may place on unrequested leave of absence for a period not exceeding two calendar years from the time such leave is commenced, without pay or fringe benefits, such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes. Such leave shall be effective no later than the close of the school year or at such earlier time as mutually agreed between the teacher and the school board.

Subd. 2. Teachers placed on such leave shall receive notice by April 1 of the school year prior to the commencement of such leave with reasons therefore, without the necessity for any hearing applicable to termination, except that a hearing may be provided to show any violation of this policy.

Discussion: The Council may consider striking the provision which makes a hearing unnecessary in most cases; and permit one if requested by the teacher, or teachers, under the provisions of Minnesota Statute 125.12, Subd. 4, *Termination of Contract after Probationary Period*. In the *Roth* case, decided by the United States Supreme Court in 1972, continuing contract status or tenure created by state statute has been construed to constitute a form of property interest protected by the Fourteenth Amendment to the United States Constitution. The Court said in *Roth*, "It is a purpose of the ancient institution of property to protect those claims upon which people rely in their daily lives, reliance that must not be arbitrarily undermined. It is a purpose of the constitutional right to a hearing to provide an opportunity for a person to vindicate those claims.[8] To deny a teacher a right to a hearing might well result in litigation under the Fourteenth Amendment, and could possibly jeopardize enforcement of other sections of the new law as well.

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[8] *Board of Regents v. Roth*. 408 US 564 (1972).

Subd. 3. Teachers shall be placed on unrequested leave in inverse order of seniority in the field and subject matter employed. No teacher shall be placed on unrequested leave if there is any other qualified teacher with less seniority in the same field and subject matter employed.

Subd. 4. The provisions herein shall not apply if it will result in any violation of the district's affirmative action program which shall include ethnic, race, color, or sex; and any person employed in an affirmative action program may be retained in the same field or subject matter of a teacher with greater seniority if it is necessary to effectuate the purposes of such affirmative action program.

Discussion: The Council might consider adding a sentence to Subd. 3 above to the effect that no unqualified teacher shall be permitted to replace a qualified teacher, notwithstanding seniority or language on a teaching certificate.

The Affirmative Action savings clause is needed in order for a district to observe state and federal regulations.

Subd.5. In the event of a staff reduction, action affecting employees whose first date of employment commenced on the same date, and have equal seniority, the selection of the employee for purposes of discontinuance shall be at the discretion of the school board based upon criteria including: performance, training, experience, skills in special assignments, and other relevant factors.

Discussion: This section allows the school board to determine criteria for selection. Teacher organizations would probably oppose such a provision and would advocate a negotiated settlement on questions of equal seniority. Final determination on this question must ultimately be made by the State Legislature since the Legislature designates subjects for negotiation as either mandatory or permissive. Arbitrary criteria, such as coin tosses, should be expressly prohibited.

Subd. 6. If staff reduction based on seniority would result in the discontinuance of any extra or co-curricular program, the teacher employed therein shall not be placed on leave and the next senior person shall be placed on such leave.

Subd. 7. Any teacher placed on such leave may engage in teaching or any other occupation during such period and may be eligible for unemployment compensation if otherwise eligible under that law for such compensation and such leave will not result in a loss of credit for years of service in the district earned prior to the commencement of such leave.

Discussion: In Subd. 6, "extra or co-curricular program" needs to be more specifically defined, especially with regard to size and scope of the program.

### *Reinstatement*

Subd. 1. No new teacher shall be employed by the school district while any qualified teacher is on unrequested leave of absence in the same field and subject matter. Teachers placed on unrequested leave of absence shall be reinstated to the position from which they have been given leave, or any other available position in the school district in the field in which they are qualified as such positions become available. The order of reinstatement shall be in inverse order in which teachers were placed on unrequested leave.

Subd. 2. When placed on unrequested leave, a teacher shall file his name and address with the school district personnel office to which any notice or reinstatement or availability of position shall be mailed. Proof of service by the person in the school district depositing such notice to the teacher at the last known address shall be sufficient and it shall be the responsibility of any teacher on unrequested leave to provide for forwarding of mail or for address changes. Failure of a notice to reach a teacher shall not be the responsibility of the school district if any notice has been mailed as provided herein.

Subd. 3. If a position becomes available for a qualified teacher on unrequested leave, the school district shall mail the notice to such teacher who shall have ten days from the date of such notice to accept the reemployment. Failure to reply in writing within such ten day period shall constitute waiver on the part of any teacher to any further rights of employment or reinstatement and shall constitute waiver on the part of any teacher to any further rights of employment or reinstatement and shall forfeit any future reinstatement of employment rights.

Subd. 4. Reinstatement rights shall automatically cease two years from the date unrequested leave was commenced and no further rights to reinstatement shall exist unless extended by written mutual consent with each qualified teacher.

Discussion: The ten day response period described in Subd. 3 should be expanded to avoid a teacher not being able to respond due to extraneous causes such as illness, family emergency, travel, or a fiilure of the mails. A continuing contract should not be terminated without a hearing, receipt of a written resignation by the teacher, or the signing of another full-time teaching contract by the teacher if such a provision is inserted in the law.

### *Establishment of Seniority List*

Subd. 1. Within 30 days the school board shall cause a seniority list (by name, date of employment, qualification and subject matter or field) to be prepared from its records. It shall thereupon post such list in an official place in each school house of the district.

Subd. 2. Any person whose name appears on such list and who may disagree with the findings of the school board and the order of seniority in said list shall have 10 days from the date of posting to supply written documentation, proof and request for seniority change to the school board.

Subd. 3. Within 10 days thereafter, the school district shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes the school board deems warranted. A final seniority list shall thereupon be prepared by the school board, which list as revised shall be binding on the school district and any teacher. Each year thereafter the school board shall cause such seniority list to be updated to reflect any addition or deletion of personnel caused by retirement, death, resignation, other cesation of services, or new employees. Such yearly revised list shall govern the application of the unrequested leave of absence policy until thereafter revised.

Discussion: Language should be added exempting the final seniority list from provisions of the recently enacted privacy legislation; the seniority list should remain public information.

Other Suggested Additions

- The position of principals and assistant principals should be clarified with regard to their ability to take teaching positions based on their seniority and previous experience, and the reduction of salary that might accompany such a move.

- A new subdivision should be added concerning school consolidation since no reference to consolidation is made in the Minnesota School Boards Association model. The new section should include:

  a. language basing teachers' seniority rights after consolidation on the length of service to their original districts. Such seniority lists would be combined in the new district with no prejudice shown to those teachers from districts whose school year happened to begin slightly earlier.
  b. provisions to quickly establish a new exclusive bargaining representative for the teachers.

Once a new employee organization is established and the seniority lists are combined, the teachers of the new district could negotiate their own staff reduction plan or abide by the state plan.

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# APPENDIX 1

**125.12 EMPLOYMENT; CONTRACTS, TERMINATION.** Subdivision 1. **Teacher defined.** A superintendent, principal, supervisor, and classroom teacher and any other professional employee required to hold a certificate from the state department shall be deemed to be a "teacher" within the meaning of this section.

Subd. 2. **Hiring, dismissing.** School boards shall hire or dismiss teachers at duly called meetings. Where a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher shall be made or authorized except upon the unanimous vote of the full board. No teacher related by blood or marriage, within the fourth degree, computed by the civil law, to a board member shall be employed except by a unanimous vote of the full board. The employment shall be by written contract, signed by the teacher and by the chairman and clerk. Contracts for teaching or supervision of teaching can be made only with qualified teachers. Such contract shall specify the wages per year and the general assignment of the teacher. No teacher shall be required to reside within the employing school district as a condition to teaching employment or continued teaching employment.

Subd. 3. **Probationary period.** The first and second consecutive years of a teacher's first teaching experience in Minnesota in a single school district shall be deemed to be a probationary period of employment, and after completion thereof, the probationary period in each school district in which he is thereafter employed shall be one year. A teacher who has complied with the then applicable probationary requirements in a school district prior to July 1, 1967, shall not be required to serve a new probationary period in the said district subsequent thereto. During the probationary period any annual contract with any teacher may or may not be renewed as the school board shall see fit; provided, however, that the school board shall give any such teacher whose contract it declines to renew for the following school year written notice to that effect before April 1. If the teacher requests reasons for any nonrenewal of a teaching contract, the school board shall give the teacher its reason in writing, including a statement that appropriate supervision was furnished describing the nature and the extent of such supervision furnished the teacher during his employment by the board, within ten days after receiving such request. The school board may, after a hearing held upon due notice, discharge a teacher during the probationary period for cause, effective immediately, under section 123.14, subdivision 4, or section 123.35, subdivision 5.

Subd. 4. **Termination of contract after probationary period.** A teacher who has completed his probationary period in any school district, and who has not been discharged or advised of a refusal to renew his contract pursuant to subdivision 3, shall have a continuing contract with such district. Thereafter, the teacher's contract shall remain in full force and effect, except as modified by mutual consent of the board and the teacher, until terminated by a majority roll call vote of the full membership of the board, upon one of the grounds specified in subdivisions 6 or 6a or 6b, or until the teacher is discharged pursuant to subdivision 8, or by the written resignation of the teacher submitted prior to April 1; provided, however, that if an agreement as to the terms and conditions of employment for the succeeding school year has not been adopted pursuant to the provisions of sections 179.61 to 179.77 prior to March 1, the teacher's right of resignation shall be extended to the 30th calendar day following the adoption of said contract in compliance with section 179.70, subdivision 2. Such written resignation by the teacher shall be effective as of June 30 if submitted prior to that date or, if submitted thereafter, shall be effective August 15, and the teachers' right of resignation for the school year then beginning shall cease on August 15. Before a teacher's contract is terminated by the board, the board shall notify the teacher in writing and state its ground for the proposed termination in reasonable detail together with a statement that the teacher may make a written request for a hearing before the board within 14 days after receipt of such notification. Within 14 days after receipt of this notification the teacher may make a written request for a hearing before the board and it shall be granted before final action is taken. If no hearing is requested within such period, it shall be deemed acquiescence by the teacher to the board's action. Such termination shall take effect at the close of the school year in which the contract is terminated in the manner aforesaid. Such contract may be terminated at any time by mutual consent of the board and the teacher and this section shall not affect the powers of a board to suspend, discharge, or demote a teacher under and pursuant to other provisions of law.

Subd. 5. **Retirement.** Notwithstanding the foregoing provisions, a board may provide by rule that its teachers shall be retired at age 65.

Subd. 6. **Grounds for termination.** A continuing contract may be terminated, effective at the close of the school year, upon any of the following grounds:

(a) Inefficiency;

(b) Neglect of duty, or persistent violation of school laws, rules, regulations, or directives;

(c) Conduct unbecoming a teacher which materially impairs his educational effectiveness;

(d) Other good and sufficient grounds rendering the teacher unfit to perform his duties.

A contract shall not be terminated upon one of the grounds specified in clauses (a), (b), (c), or (d), unless the teacher shall have failed to correct the deficiency after being given written notice of the specific items of complaint and reasonable time within which to remedy them.

All evaluations and files generated within a school district relating to each individual teacher shall be available during regular school business hours to each individual teacher upon his written request. The teacher shall have the right to reproduce any of the contents of the files at the teacher's expense and to submit for inclusion in the file written information in response to any material contained therein; provided, however, a school district may destroy such files as provided by law.

Subd. 6a. **Negotiated unrequested leave of absence.** The school board and the exclusive bargaining representative of the teachers may negotiate a plan providing for unrequested leave of absence without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. Failing to successfully negotiate such a plan by the beginning date of a new master contract, the provisions of subdivision 6b shall apply. The provisions of section 179.72 shall not apply for the purposes of this subdivision.

Subd. 6b. **Unrequested leave of absence.** The school board may place on unrequested leave of absence, without pay or fringe benefits, as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. The unrequested leave shall be effective at the close of the school year. In placing teachers on unrequested leave, the board shall be governed by the following provisions:

(a) The board may place probationary teachers on unrequested leave first in the inverse order of their employment. No teacher who has acquired continuing contract rights shall be placed on unrequested leave of absence while probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is certified;

(b) Teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified in the inverse order in which they were employed by the school district. In the case of merger of classes caused by consolidation of districts or in the case of equal seniority, the order in which teachers who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are certified shall be negotiable;

(c) Notwithstanding clauses (a) and (b), if either the placing of a probationary teacher on unrequested leave before a teacher who has acquired continuing rights or the placing of a teacher who has acquired continuing contract rights on unrequested leave before another teacher who has acquired continuing contract rights but who has greater seniority would place the district in violation of its affirmative action program, the district may retain the probationary teacher or the teacher with less seniority;

(d) Teachers placed on unrequested leave of absence shall be reinstated to the positions from which they have been given leaves of absence or, if not available, to other available positions in the school district in fields in which they are certified. Reinstatement shall be in the inverse order of placement on leave of absence. The order of reinstatement of teachers who have equal seniority and who are placed on unrequested leave in the same school year shall be negotiable;

(e) Teachers, other than probationary teachers, terminated under Minnesota Statutes 1971, Section 125.12, Subdivision 6, Clause (e), in the 1973-74 school year shall be reinstated to the positions from which they have been terminated or, if not available, to other available positions in the school district in fields in which they are certified. Reinstatement shall be in the order of seniority. The order of reinstatement of continuing contract teachers who have equal seniority and who are terminated under Minnesota Statutes 1971, Section 125.12, Subdivision 6, Clause (e) in the 1973-74 school year shall be negotiable. These teachers shall also be subject to clauses (f), (g), (h), (i) and (k) of this subdivision.

Subd. 9. **Hearing procedures.** Any hearing held pursuant to Laws 1967, Chapter 890, shall be held upon appropriate and timely notice to the teacher, and shall be private or public at the discretion of the teacher. At the hearing, the board and the teacher may each be represented by counsel at its or his own expense, and such counsel may examine and cross-examine witnesses and present arguments. The board shall first present evidence to sustain the grounds for termination or discharge and then receive evidence presented by the teacher. Each party may then present rebuttal evidence. Dismissal of the teacher shall be based upon substantial and competent evidence in the record. All witnesses shall be sworn upon oath administered by the presiding officer of the board. The clerk of the board shall issue subpoenas for witnesses or the production of records pertinent to the grounds upon the request of either the board or the teacher. The board shall employ a court reporter to record the proceedings at the hearing, and either party may obtain a transcript thereof at its own expense.

Subd. 10. **Decision.** After the hearing, the board shall issue a written decision and order. If the board orders termination of a continuing contract or discharge of a teacher, its decision shall include findings of fact based upon competent evidence in the record and shall be served on the teacher, accompanied by an order of termination or discharge, prior to April 1 in the case of a contract termination, or within ten days after conclusion of the hearing in the case of a discharge. If the decision of the board or of a reviewing court is favorable to the teacher, the proceedings shall be dismissed and the decision entered in the board minutes, and all references to such proceedings shall be excluded from the teacher's record file.

Subd. 11. **Judicial review.** The pendency of judicial proceedings shall not be ground for postponement of the effective date of the school board's order, but if judicial review eventuates in reinstatement of the teacher, the board shall pay the teacher all compensation withheld as a result of the termination or dismissal order.

Subd. 13. **Exception.** This section shall not apply to any district in a city of the first class.

(f) No appointment of a new teacher shall be made while there is available, on unrequested leave, a teacher who is properly certified to fill such vacancy, unless the teacher fails to advise the school board within 30 days of the date of notification that a position is available to him, that he may return to employment and that he will assume the duties of the position to which appointed on a future date determined by the board;

(g) A teacher placed on unrequested leave of absence may engage in teaching or any other occupation during the period of this leave;

(h) The unrequested leave of absence shall not impair the continuing contract rights of a teacher or result in a loss of credit for previous years of service;

(i) The unrequested leave of absence of a teacher who is not reinstated shall continue for a period of two years after which the right to reinstatement shall terminate;

(j) The same provisions applicable to terminations of probationary or continuing contracts in subdivisions 3 and 4 shall apply to placement on unrequested leave of absence;

(k) Nothing in this subdivision shall be construed to impair the rights of teachers placed on unrequested leave of absence to receive unemployment compensation if otherwise eligible.

Subd. 7. **Suspension and leave of absence for health reasons.** Affliction with active tuberculosis or other communicable disease, mental illness, drug or alcoholic addiction, or other serious incapacity shall be grounds for temporary suspension and leave of absence while the teacher is suffering from such disability. Unless the teacher consents, such action shall be taken only upon evidence that suspension is required from a physician who has examined the teacher. The physician shall be competent in the field involved and shall be selected by the teacher from a list of three provided by the school board, and the examination shall be at the expense of the school district. A copy of the report of the physician shall be furnished the teacher upon request. If the teacher fails to submit to the examination within the prescribed time, the board may discharge him, effective immediately. In the event of mental illness, if the teacher submits to such an examination and the examining physician's or psychiatrist's statement is unacceptable to the teacher or the board, a panel of three physicians or psychiatrists shall be selected to examine the teacher at the board's expense. The board and the teacher shall each select a member of this panel, and these two members shall select a third member. The panel shall examine the teacher and submit a statement of its findings and conclusions to the board. Upon receipt and consideration of the statement from the panel the board may suspend the teacher. The board shall notify the teacher in writing of such suspension and the reasons therefor. During the leave of absence the teacher shall be paid sick leave benefits by the district up to the amount of his unused accumulated sick leave, and after it is exhausted, the district may in its discretion pay him additional benefits. The teacher shall be reinstated to his position upon evidence from such a physician that he has made sufficient recovery and is capable of resuming performance of his duties in a proper manner. In the event that the teacher does not qualify for reinstatement within twelve months after the date of suspension, his continuing disability may be a ground for discharge under subdivision 8.

Subd. 8. **Immediate discharge.** A school board may discharge a continuing-contract teacher, effective immediately, upon any of the following grounds:

(a) Immoral conduct, insubordination, or conviction of a felony;

(b) Conduct unbecoming a teacher which requires the immediate removal of the teacher from his classroom or other duties;

(c) Failure without justifiable cause to teach without first securing the written release of the school board;

(d) Gross inefficiency which the teacher has failed to correct after reasonable written notice;

(e) Willful neglect of duty; or

(f) Continuing physical or mental disability subsequent to a twelve months leave of absence and inability to qualify for reinstatement in accordance with subdivision 7.

Prior to discharging a teacher the board shall notify the teacher in writing and state its ground for the proposed discharge in reasonable detail. Within ten days after receipt of this notification the teacher may make a written request for a hearing before the board and it shall be granted before final action is taken. The board may, however, suspend a teacher with pay pending the conclusion of such hearing and determination of the issues raised therein after charges have been filed which constitute ground for discharge.

# APPENDIX 2

# PUBLIC EMPLOYMENT LABOR RELATIONS ACT OF 1971

**179.61 PUBLIC POLICY.** It is the public policy of this state and the purpose of sections 179.61 to 179.77 to promote orderly and constructive relationships between all public employers and their employees, subject however, to the paramount right of the citizens of this state to keep inviolate the guarantees for their health, education, safety and welfare.

The relationships between the public, the public employees, and their employer governing bodies imply degrees of responsibility to the people served, need of cooperation and employment protection which are different from employment in the private sector. So also the essentiality and public desire for some public services tend to create imbalances in relative bargaining power or the resolution with which either party to a disagreement presses its position, so that unique approaches to negotiations and resolutions of disputes between public employees and employers are necessary.

Unresolved disputes between the public employer and its employees are injurious to the public as well as to the parties; adequate means must therefore be established for minimizing them and providing for their resolution. Within the foregoing limitations and considerations the legislature has determined that overall policy may best be accomplished by:

(1) granting to public employees certain rights to organize and choose freely their representatives;

(2) requiring public employers to meet and negotiate with public employees in an appropriate bargaining unit and providing for written agreements evidencing the result of such bargaining; and

(3) establishing special rights, responsibilities, procedures and limitations regarding public employment relationships which will provide for the protection of the rights of the public employee, the public employer and the public at large.

[*Ex1971 c 33 s 1*]

**179.62 CITATION.** Sections 179.61 to 179.77 shall be known and may be cited as the public employment labor relations act of 1971.

[*Ex1971 c 33 s 2*]

**179.63 DEFINITIONS.** Subdivision 1. For the purposes of sections 179.61 to 179.77 the terms defined in this section have the meanings given them.

Subd. 2. "Director of mediation services" or "director" means the director of the bureau of mediation services established by section 179.02.

Subd. 3. "Board" means the Minnesota public employment relations board unless otherwise clearly stated.

Subd. 4. "Public employer" or "employer" means the state of Minnesota and its political subdivisions and any agency or instrumentality of either; including the university of Minnesota, the state and community colleges and school districts and their respective representatives; the term does not include a "charitable hospital" as defined in section 179.35, subdivision 2.

Subd. 5. "Employee organization" means any union or organization of public employees whose purpose is, in whole or in part, to deal with public employers concerning grievances and terms and conditions of employment.

Subd. 6. "Exclusive representative" means an employee organization which has been designated by a majority of those votes cast in the appropriate unit and has been certified pursuant to section 179.67.

Subd. 7. "Public employee" or "employee" means any person appointed or employed by a public employer except:

(a) elected public officials;

(b) election officers;

(c) commissioned or enlisted personnel of the Minnesota national guard;

(d) emergency employees who are employed for emergency work caused by natural disaster;

(e) part time employees whose service does not exceed the lesser of 14 hours per week or 35 percent of the normal work week in the employee's bargaining unit;

(f) employees who hold positions of a basically temporary or seasonal character for a period not in excess of 100 working days in any calendar year;

(g) employees of charitable hospitals as defined by section 179.35, subdivision 3.

Subd. 8. "Confidential employee" means any employee who works in the personnel offices of a public employer or who has access to information subject to use by the public employer in meeting and negotiating or who actively participates in the meeting and negotiating on behalf of the public employer.

Subd. 9. "Supervisory employee", when the reference is to other than essential employees as defined in subdivision 11, means any person having authority in the interests of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees or responsibly to direct them or adjust their grievances on behalf of the employer, or to effectively recommend any of the aforesaid actions, if in connection with the foregoing the exercise of such authority is not merely routine or clerical in nature but requires the use of independent judgment. Any determination of "supervisory employee" may be appealed to the public employment relations board.

Subd. 9a. "Supervisory employee", when the reference is to essential employees, means the administrative head and his assistant of a municipality, municipal utility, police or fire department, or any person having authority in the interests of the employer to hire, transfer, suspend, promote, discharge, assign, reward, or discipline other employees or responsibly to direct them or adjust their grievances on behalf of the employer, if in connection with the foregoing the exercise of such authority is not merely routine or clerical in nature but requires the use of independent judgment. Any determination of "supervisory employee" may be appealed to the public employment relations board.

Subd. 10. "Professional employee" means:

(a) any employee engaged in work (i) predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical, or physical work; (ii) involving the consistent exercise of discretion and judgment in its performance; (iii) of such a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time; (iv) requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher learning or a hospital, as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual, or physical processes;

(b) any employee, who (i) has completed the courses of specialized intellectual instruction and study described in clause (iv) of paragraph (a), and (ii) is performing related work under the supervision of a professional person to qualify himself to become a professional employee as defined in paragraph (a).

(c) a teacher shall be deemed to be a professional employee.

Subd. 11. "Essential employee" means any person within the definition of subdivision 7 whose employment duties involve work or services essential to the health or safety of the public and the withholding of such services would create a clear and present danger to the health or safety of the public.

Subd. 12. "Strike" means concerted action in failing to report for duty, the willful absence from one's position, the stoppage of work, slowdown, or the abstinence in whole or in part from the full, faithful and proper performance of the duties of employment for the purposes of inducing, influencing or coercing a change in the conditions or compensation or the rights, privileges, or obligations of employment.

Subd. 13. "Teacher" means any person other than a superintendent or assistant superintendent, employed by a school district in a position for which the person must be certificated by the state board of education; and such employment does not come within the exceptions stated in subdivision 7, or defined in subdivisions 8, 9, or 14.

Subd. 14. "Principal" and "assistant principal" means any person so certificated by the state department of education who devotes more than 50 percent of his time to administrative or supervisory duties.

Subd. 15. "Meet and confer" means the exchange of views and concerns between employers and their respective employees.

Subd. 16. "Meet and negotiate" means the performance of the mutual obligations of public employers and the exclusive representatives of public employees to meet at reasonable times, including where possible meeting in advance of the budget making process, with the good faith intent of entering into an agreement with respect to terms and conditions of employment: provided, that by such obligation neither party is compelled to agree to a proposal or required to make a concession.

Subd. 17. "Appropriate unit" or "unit" means a unit of employees, excluding supervisory employees, confidential employees and principals and assistant principals, as determined pursuant to section 179.71, subdivision 3, and in the case of school districts, the term means all the teachers in the district.

Subd. 18. The term "terms and conditions of employment" means the hours of employment, the compensation therefor including fringe benefits except retirement contributions or benefits, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees the term does not mean educational policies of a school district. The terms in both cases are subject to the provisions of section 179.66 regarding the rights of public employers and the scope of negotiations.

*[Ex1971 c 33 s 3; 1973 c 349 s 2; 1973 c 635 s 1-6; 1974 c 197 s 1]*

**179.64 STRIKES; PROHIBITION; PENALTIES.** Subdivision 1. No person holding a position by appointment or employment in the government of the state of Minnesota, or in the government of any one or more of the political subdivisions thereof, or in the service of the public schools, or of the state university, or in the service of any authority, commission or board or any other branch of the public service, whether included or excepted from this act may engage in a strike, nor shall any such person or organization of such persons or its officials or agents cause, condone, instigate, encourage, or cooperate, in a strike except as may be provided in subdivision 7.

Subd. 2. Notwithstanding any other provision of law, any public employee who violates the provisions of this section may have his appointment or employment terminated by the employer effective the date the violation first occurs. Such termination shall be effective upon written notice served upon the employee. Service may be made by certified mail.

Subd. 3. For purposes of this subdivision an employee who is absent from any portion of his work assignment without permission, or who abstains wholly or in part from the full performance of his duties without permission from his employer on the date or dates when a strike occurs is prima facie presumed to have engaged in a strike on such date or dates.

Subd. 4. A public employee who knowingly violates the provisions of this section and whose employment has been terminated pursuant to this section, may, subsequent to such violation, be appointed or reappointed, employed or reemployed, but the employee shall be on probation for two years with respect to such civil service status, tenure of employment, or contract of employment, as he may have theretofore been entitled.

No employee shall be entitled to any daily pay, wages or per diem for the days on which he engaged in a strike.

Subd. 5. Any public employee, upon request, shall be entitled, as hereinafter provided, to establish that he did not violate the provisions of this section. Such request must be filed in writing with the officer or body having the power to remove such employee, within ten days after notice of termination is served upon him; whereupon such officer, or body, shall within ten days commence a proceeding at which such person shall be entitled to be heard for the purpose of determining whether the provisions of this section have been violated by such public employee, and if there be laws and regulations establishing proceedings to remove such public employee, the hearing shall be conducted in accordance therewith. The proceedings may upon application to the court by an employer, an employee, or employee organization and the issuance of an appropriate order by the court include more than one employee's employment status if the employees' defenses are identical, analogous or reasonably similar. Such proceedings shall be undertaken without unnecessary delay. Any person may secure a review of his removal by serving a notice so requesting upon the employer removing him within 20 days after the results of the hearing referred to herein have been announced. This notice, with proof of service thereof, shall be filed within ten days after service, with the clerk of the district court in the county where the employer has its principal office or in the county where the employee last was employed by the employer. The district court shall thereupon have jurisdiction to review the matter the same as on appeal from administrative orders and decisions. This hearing shall take precedence over all matters and may be held upon ten days written notice by either party. The court shall make such order in the premises as is proper; and an appeal may be taken therefrom to the supreme court.

Subd. 6. An employee organization which has been found pursuant to section 179.68 to have violated this section shall upon such finding lose its status, if any, as exclusive representative following such finding; and may not be so certified by the director for a period of two years following such finding; nor may any employer deduct employee payments to any such organization for a period of two years.

Subd. 7. Either a violation of section 179.68, subdivision 2, clause (9), or a refusal by the employer to request binding arbitration when requested by the exclusive representative pursuant to section 179.69, subdivision 3 or 5, is a defense to a violation of this section, except as to essential employees. As to all public employees, no other unfair labor practice or violation of Laws 1973, Chapter 635 by a public employer shall be a violation of this section but may be considered by the court in mitigation of or retraction of any penalties as to employees and employee organizations.

*[Ex1971 c 33 s 4; 1973 c 635 s 7, 8]*

**179.65 RIGHTS AND OBLIGATIONS OF EMPLOYEES.** Subdivision 1. Nothing contained in sections 179.61 to 179.77 shall be construed to limit, impair or affect the right of any public employee or his representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative if there be one; nor shall it be construed to require any public employee to perform labor or services against his will. If no exclusive representative has been certified, any public employee individually, or group of employees through their representative, shall have the right of expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, by meeting with their public employer or his representative so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment.

Subd. 2. Public employees shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Public employees in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such employees with the employer of such unit. Except for employees included in section 179.63, subdivision 10, clause (c), who shall be exempt from contributing until January 1, 1975 only, all public employees who are not members of the exclusive representative may be required by said representative to contribute a fair share fee for services rendered by the exclusive representative, and the employer upon notification by the exclusive representative of such employees shall be obligated to check off said fee from the earnings of the employee and transmit the same to the exclusive representative. In no instance shall the required contribution exceed a pro rata share of the specific expenses incurred for services rendered by the representative in relationship to negotiations and administration of grievance procedures.

Subd. 3. Public employees who are professional employees as defined by section 179.63, subdivision 10, have the right to meet and confer with public employers regarding policies and matters not included under section 179.63, subdivision 18, pursuant to section 179.73.

Subd. 4. Public employees through their certified exclusive representative have the right and obligation to meet and negotiate in good faith with their employer regarding grievance procedures and the terms and conditions of employment, but such obligation does not compel the exclusive representative to agree to a proposal or require the making of a concession.

Subd. 5. Public employees shall have the right to request and be allowed dues check off for the exclusive representative. In the absence of an exclusive representative, public employees shall have the right to request and be allowed dues check off for the organization of their choice.

Subd. 6. Supervisory and confidential employees, principals and assistant principals may form their own organizations. An employer shall extend exclusive recognition to a representative of or an organization of supervisory or confidential employees, or principals and assistant principals, for the purpose of negotiating terms or conditions of employment, in accordance with all other provisions of Laws 1973, Chapter 635, as though they were essential employees.

Subd. 7. An exclusive representative shall have the right to petition the director for arbitration under section 179.69, subdivision 3; provided the exclusive representative or the employer has first petitioned the director for mediation services as are available under section 179.69, subdivision 1.

*[Ex1971 c 33 s 5; 1973 c 635 s 9-14]*

**179.66 RIGHTS AND OBLIGATIONS OF EMPLOYERS.** Subdivision 1. A public employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

Subd. 2. A public employer has an obligation to meet and negotiate in good faith with the exclusive representative of the public employees in an appropriate unit regarding grievance procedures and the terms and conditions of employment, but such obligation does not compel the public employer or its representative to agree to a proposal or require the making of a concession.

Subd. 3. A public employer has the obligation to meet and confer with professional employees to discuss policies and those matters relating to their employment not included under section 179.63, subdivision 18, pursuant to section 179.73.

Subd. 4. A public employer has the obligation to meet and negotiate in good faith with the exclusive representative of the supervisory employees, confidential employees, principals and assistant principals, regarding grievance procedures and the terms and conditions of their employment, but such obligation does not compel the public employer or its representative to agree to a proposal or require the making of a concession.

Subd. 5. Any provision of any contract required by section 179.70, which of itself or in its implementation would be in violation of or in conflict with any statute of the state of Minnesota or rule or regulation promulgated thereunder or provision of a municipal home rule charter or ordinance or resolution adopted pursuant thereto, or rule of any state board or agency governing licensure or registration of an employee, provided such rule, regulation, home rule charter, ordinance, or resolution is not in conflict with sections 179.61 to 179.66 and shall be returned to the arbitrator for an amendment to make the provision consistent with the statute, rule, regulation, charter, ordinance or resolution.

Subd. 6. Nothing in sections 179.61 to 179.77 shall be construed to impair, modify or otherwise alter, or indicate a policy contrary to the authority of the legislature of the state of Minnesota to establish by law schedules of rates of pay for its employees or the retirement or other fringe benefits related to the compensation of such employees.

Subd. 7. The employer shall not meet and negotiate or meet and confer with any employee or group of employees who are at the time designated as a member or part of an appropriate employee unit except through the exclusive representative if one is certified for that unit or as provided for in section 179.69, subdivision 1.

Subd. 8. An employer shall have the right to petition the director for arbitration under section 179.69, subdivision 3; provided the exclusive representative or the employer has first petitioned the director for mediation services as are available under section 179.69, subdivision 1.

Subd. 9. An employer may hire and pay for arbitrators desired or required by the provisions of sections 179.61 to 179.77.

Subd. 10. A public employer must afford reasonable time off to elected officers or appointed representatives of the exclusive representative for the purposes of conducting the duties of the exclusive representative and must, upon request, provide for leaves of absence to elected or appointed officials of the exclusive repersentative.

[*Ex1971 c 33 s 6; 1973 c 635 s 15-17*]

**179.67 EXCLUSIVE REPRESENTATION; ELECTIONS; DECERTIFICATION.** Subdivision 1. Any employee organization holding formal recognition by order of the director or by employer voluntary recognition on the effective date of Extra Session Laws 1971, Chapter 33 under any law that is repealed by Extra Session Laws 1971, Chapter 33 is hereby certified as the exclusive representative until such time as it is decertified or another representative is certified in its place pursuant to Extra Session Laws 1971, Chapter 33. Any teacher organization as defined by section 125.20, subdivision 3 who on the effective date of Extra Session Laws 1971, Chapter 33 has a majority of its members on a teacher's council in a school district as provided in section 125.22 is hereby certified as the exclusive representative of all teachers of that school district until such time as the organization is decertified or another organization is certified in its place pursuant to sections 179.61 to 179.77.

Subd. 2. An employee organization may be certified as the exclusive representative of public employees in an appropriate unit upon complying with and qualifying under the provisions of this section.

Subd. 3. The director may certify an employee organization as an exclusive representative in an appropriate unit upon the joint request of the employer and the organization if, after investigation, he finds that no unfair labor practice was committed in initiating and submitting the joint request and that the employee organization does in fact represent over 50 percent of the employees in the appropriate unit. The provisions of this subdivision shall not in any case reduce the time period or nullify any bar to the employee organization's certification existing at the time of the filing of the joint request.

Subd. 4. Any employee organization may obtain a certification election upon petition to the director wherein it is stated that at least 30 percent of the employees of a proposed employee unit wish to be represented by the petitioner or that the certified representative no longer represents the majority of employees in the unit.

Subd. 5. The director shall, upon receipt of an employee organization's petition to the director wherein it is stated that at least 30 percent of the employees of a proposed employee unit wish to be represented by the petitioner or that the exclusive representative of a unit no longer represents the majority of the employees in the unit, investigate to determine if sufficient evidence of a question of representation exists and hold hearings as necessary to determine the appropriate unit and such other matters as may be necessary to determine the representation rights of the affected employees and employer.

Subd. 6. In determining the numerical status of an employee organization for purposes of subdivisions 2, 3, 4, and 8, the director shall require representation authorization signatures of affected employees as verification of the statements contained in the joint request or petitions. Such authorization signatures shall be privileged and confidential information available to the director only and shall be dated.

Subd. 7. An employee organization shall be certified as the exclusive representative of an appropriate unit upon receiving a majority of those votes cast in the appropriate unit at a certification election.

Subd. 8. The director shall issue his order providing for a secret ballot election by the employees in a designated appropriate unit. The election shall be held in the premises where those voting are employed unless the director shall determine that the election cannot be fairly held, in which case it shall be held at such a place as the director shall determine.

Subd. 9. The ballot in a certification election may contain as many names of representative candidates as have demonstrated that the candidate has 30 percent of the employees in the unit desiring it as their exclusive representative. The ballots shall, in every case, contain an appropriate space for employees to indicate that no representation is desired.

Subd. 10. The director shall provide for and count absentee ballots in all elections.

Subd. 11. If no choice on the ballot receives a majority of those votes cast in the unit, the director shall conduct a run off election wherein the ballot shall contain only the two choices receiving the greater number of votes.

Subd. 12. Upon a representative candidate receiving a majority of those votes cast in a unit, the director shall certify that representative candidate as the exclusive representative of all employees in the unit.

Subd. 13. Upon a finding by the director of an unfair labor practice being committed by an employer or representative candidate or an employee or group of employees, which unfair labor practice affected the result of an election held pursuant to this section, the director may void such election result and order a new election.

Subd. 14. Upon the director certifying an exclusive representative, he shall not consider the question again for a period of one year, unless the exclusive representative is decertified by a court of competent jurisdiction, or by the director as authorized by section 179.71.

[*Ex1971 c 33 s 7; 1973 c 635 s 18-20*]

**179.68 UNFAIR PRACTICES.** Subdivision 1. The practices specified in this section are unfair practices. Any employee, employer, employee or employer organization, exclusive representative, or any other person or organization aggrieved by an unfair labor practice as defined in sections 179.61 to 179.77 may bring an action in district court of the county wherein the practice is alleged to have occurred for injunctive relief and for damages caused by such unfair labor practice.

Subd. 2. Public employers, their agents or representatives are prohibited from:

(1) interfering, restraining or coercing employees in the exercise of the rights guaranteed in sections 179.61 to 179.77;

(2) dominating or interfering with the formation, existence or administration of any employee organization or contributing other support to it;

(3) discriminating in regard to hire or tenure to encourage or discourage membership in an employee organization;

(4) discharging or otherwise discriminating against an employee because he has signed or filed an affidavit, petition or complaint or given any information or testimony under sections 179.61 to 179.77;

(5) refusing to meet and negotiate in good faith with the exclusive representative of its employees in an appropriate unit;

(6) refusing to comply with grievance procedures contained in an agreement as required by section 179.70;

(7) distributing or circulating any blacklist of individuals exercising any legal right or of members of a labor organization for the purpose of preventing individuals so blacklisted from obtaining or retaining employment;

(8) violating any of the rules and regulations established by the director regulating the conduct of representation elections or

(9) refusing to comply with the provisions of a valid decision of a binding arbitration panel or arbitrator acting pursuant to sections 179.61 to 179.77;

(10) violating or refusing to comply with any lawful order or decision issued by the director or the board;

(11) refusing to provide upon the request of the exclusive representative all information pertaining to the public employer's budget both present and proposed, revenues and other financing information. In the executive branch of state government, the provisions of this clause shall not be considered contrary to the budgetary requirements set forth in sections 16.14, 16.15 and 16.155.

Subd. 3. Employee organizations, their agents or representatives, and public employees are prohibited from:

(1) restraining or coercing employees in the exercise of their rights as provided in sections 179.61 to 179.77;

(2) restraining or coercing a public employer in the election of his representatives to be employed for the purposes of meeting and negotiating or the adjustment of grievances;

(3) refusing to meet and negotiate in good faith with a public employer, if they have been designated in accordance with the provisions of sections 179.61 to 179.77 as the exclusive representative of employees in an appropriate unit;

(4) violating any of the rules and regulations established by the directer regulating the conduct of representation elections;

(5) refusing to comply with the provisions of a valid decision of an arbitration panel or arbitrator acting pursuant to sections 179.61 to 179.77;

(6) calling, instituting, maintaining or conducting a strike or boycott against any public employer on account of any jurisdictional controversy;

(7) coercing or restraining any person with the effect to:

(a) force or require any public employer to cease dealing or doing business with any other person or;

(b) force or require a public employer to recognize for representation purposes an employee organization not certified by the director;

(c) refuse to handle goods or perform services;

(d) preventing an employee from providing services to the employer;

(8) committing any act designed to damage or actually damaging physical property or endangering the safety of persons while engaging in a strike;

(9) forcing or requiring any employer to assign particular work to employees in a particular employee organization or in a particular trade, craft, or class rather than to employees in another employee organization or in another trade, craft or class;

(10) causing or attempting to cause a public employer to pay or deliver or agree to pay or deliver any money or other thing of value, in the nature of an exaction, for services which are not performed or not to be performed;

(11) engaging in an unlawful strike;

(12) picketing which has an unlawful purpose such as secondary boycott;

(13) picketing which unreasonably interferes with the ingress and egress to facilities of the public employer;

(14) seizing or occupying or destroying property of the employer;

(15) violating or refusing to comply with any lawful order or decision issued by the director of the board as authorized by sections 179.61 to 179.77.

*[Ex1971 c 33 s 8; 1973 c 494 s 9; 1973 c 635 s 21]*

**179.69 PROCEDURES.** Subdivision 1. When any employees or representative of employees shall desire to meet and negotiate an agreement establishing terms and conditions of employment, they shall give written notice to the employer and the director, and it shall thereupon be the duty of the employer to recognize the employee representative for purposes of reaching agreement on terms and conditions of employment of the employees or the employer shall within ten days of receipt of the written notice object or refuse to recognize the employees' representative or the employees as an appropriate unit. The employer or employees' representative may thereupon petition the director to take jurisdiction of the matter whereupon the director shall then be authorized and shall perform those duties as provided in section 179.71, subdivision 2 (a) and (b).

Upon the certified exclusive representative and the employer reaching agreement on terms and conditions of employment, they shall execute a written contract or memorandum of contract containing the terms of such agreement. The contracts or memoranda shall in every instance be subject to the provisions of section 179.70.

A petition by an employer shall be signed by him or his duly authorized officer or agent; and a petition by an exclusive representative shall be signed by its authorized officer. In either case the petition shall be served by delivering it to the director in person or by sending it by certified mail addressed to him at his office. The petition shall state briefly the nature of the disagreement of the parties. Upon receipt of a petition, the director, or by September 1, whichever date is earlier shall fix a time and place for a conference with the parties to the matter upon the issues involved in the matter, and he shall then take whatever steps he deems most expedient to bring about a settlement of the matter, including assisting in negotiating and drafting an agreement. It shall be the duty of all parties to respond to the summons of the director for joint or several conferences with him and to continue in such conference until excused by the director.

Subd. 2. All negotiations, mediation sessions, and hearings between public employers and public employees or their respective representatives shall be public meetings except when otherwise provided by the director.

Subd. 3. The director shall only certify a matter to the board when either or both parties, except for essential employees, petition for binding arbitration stating that an impasse has been reached and the director has determined that further mediation efforts under subdivision 1 would serve no purpose. Upon such petition and determination by the mediator, the parties shall each submit their respective final positions on matters not agreed upon. If the employer has petitioned for binding arbitration and the director has determined that an impasse has been reached said proceedings shall begin within 15 days thereof and be binding on both parties. The director shall determine the matters not agreed upon based upon his efforts to mediate the dispute. If the employee representative has petitioned for binding arbitration the employer shall have 15 days after the director of mediation has determined that an impasse has been reached to reject the request or agree to submit matters not agreed upon to binding arbitration. If the employer does not respond within 15 days it shall be regarded as a rejection and said rejection shall be a refusal by the employer within the meaning of section 179.64, subdivision 7. Under a petition by either party the parties may stipulate those agreed upon items to be excluded from arbitration.

Subd. 4. The employer and exclusive representative shall execute a written contract or memorandum of contract as provided in section 179.70 at least 90 days prior to the last date the employer is required by statute, charter, ordinance, or resolution, to submit its tax levy or budget, or certify the taxes voted, to the appropriate public officer, agency, public body or office, or by September 1, whichever date is earlier.

Subd. 5. In the event the employer and exclusive representative fail to execute a contract pursuant to subdivision 4, they shall each submit their respective final positions on those terms and conditions of employment not agreed upon by the parties to the director at least 75 days prior to the last date the employer is required to submit its tax levy or budget, or certify the taxes voted to the appropriate public officer, agency, public body or office, or by October 1, whichever date is earlier, except in the case of the executive branch of state government, where the final date for submission of final positions shall be November 15 of even-numbered years. Either or both parties except for essential employees may after this time petition the director for binding arbitration stating that an impasse has been reached and the director has determined that further mediation efforts under subdivision 1 would serve no purpose. If the employer has petitioned for binding arbitration said proceedings shall begin within 15 days thereof and be binding on both parties. The director shall determine the matters not agreed upon based upon his efforts to mediate the dispute. If the employee representative has petitioned for binding arbitration the employer shall have 15 days after the director of mediation has determined that an impasse has been reached to reject the request or agree to submit matters not agreed upon to binding arbitration. If the employer does not respond within 15 days it shall be regarded as a rejection and said rejection shall be a refusal by the employer within the meaning of section 179.64, subdivision 7. Under a petition by either party the parties may stipulate those agreed upon items to be excluded from arbitration. Notwithstanding a failure to comply with subdivisions 3, 4, and 5, the director may maintain jurisdiction under section 179.71, subdivision 2.

Subd. 6. Upon the director certifying a dispute under subdivision 3 or 5 to the board and under either subdivision 3 or 5 the employer has petitioned for binding arbitration or the employee representative has petitioned for binding arbitration and said petition has been agreed upon by the employer representative within the requisite 15 days, the board shall take jurisdiction of the matter and proceed in accordance with section 179.72. If the employer has not petitioned for binding arbitration under subdivision 3 or 5 or if the employer has not joined in an employee's petition for binding arbitration under subdivision 3 or 5. section 179.72, subdivision 6 shall not be applicable. If no petition has been filed within the time specified under subdivision 3 or 5, at any time thereafter the parties may invoke the provisions of subdivision 3 or 5 and section 179.72, subdivision 6 shall be applicable.

Subd. 7. [Repealed, 1973 c 635 s 37]

*[Ex1971 c 33 s 9; 1973 c 635 s 22-24; 1974 c 114 s 1; 1974 c 128 s 1, 2]*

**179.70 CONTRACTS; GRIEVANCES; ARBITRATION.** Subdivision 1. A written contract or memorandum of contract containing the agreed upon terms and conditions of employment and such other matters as may be agreed upon by the employer and exclusive representative shall be executed by the parties. The duration of the contract shall be negotiable except in no event shall contracts be for a term exceeding three years. Any contract between employer school board and an exclusive representative of teachers shall in every instance be for an initial term of one year commencing on July 1, 1974. through June 30. 1975. and thereafter for a term of two years beginning on July 1 of each odd-numbered year. All contracts shall include a grievance procedure which shall provide compulsory binding arbitration of grievances. In the event that the parties cannot reach agreement on the grievance procedure, they shall be subject to the grievance procedure promulgated by the director pursuant to section 179.71, subdivision 5, clause (1).

Subd. 2. The employer shall implement the terms of the contract in the form of an ordinance or resolution. If the implementation of the terms of the contract require the adoption of a law, ordinance or charter amendment, the employer shall make every reasonable effort to propose and secure the enactment of such law, ordinance, resolution, or charter amendment.

Subd. 3. In the event the employer and exclusive representative are bound by the terms of any arbitration decision of the arbitration panel or other terms established by operation of law, they shall execute a written contract or memorandum of contract containing the terms of such arbitration decision or such terms as are established by law. Upon execution of such contract, the employer shall implement its terms as required by subdivision 2.

Subd. 4. If the parties to a contract cannot agree upon an arbitrator or arbitrators as provided by the contract grievance procedures or the procedures established by the director, the parties shall, under direction of the chairman of the board, alternately strike names from a list of five arbitrators selected by the board until only one name remains which arbitrator shall make his decision regarding the grievance and it shall be binding upon the parties. The parties shall share equally the costs and fees of the arbitrator.

Subd. 5. All arbitration decisions authorized or required by a grievance procedure shall be subject to those limitations of arbitration decisions contained in section 179.72, subdivision 7. Further, upon rendering any arbitration decision authorized or required by a grievance procedure the arbitrator shall transmit both to the board and to the director a copy of his decision and any written explanation thereof. Should any issues submitted to arbitration be settled voluntarily before the arbitrator issues his decision, notice of such settlement shall be made by the arbitrator in a report issued both to the board and to the director.

Subd. 6. For purposes of this section, "grievance" means a dispute or disagreement as to the interpretation or application of any term or terms of any contract required by this section.

*[Ex1971 c 33 s 10; 1973 c 635 s 25; 1974 c 247 s 1]*

**179.71 DIRECTOR'S POWER, AUTHORITY AND DUTIES.** Subdivision 1. The director of mediation services is authorized to and shall perform those duties provided in this section.

Subd. 2. The director shall accept and investigate all petitions for:

(a) certification or decertification as the exclusive representative of an appropriate unit;

(b) mediation services;

(c) any election or other voting procedures provided for in sections 179.61 to 179.77;

(d) certification to the board of arbitration.

Subd. 3. The director shall determine appropriate units. In determining the appropriate unit he shall take into consideration, along with other relevant factors, the principles and the coverage of uniform comprehensive position classification and compensation plans of the employees, involvement of professions and skilled crafts and other occupational classifications, relevant administrative and supervisory levels of authority, geographical location, and the recommendation of the parties, and shall place particular importance upon the history and extent of organization and the desires of the petitioning employee representatives.

In addition, with regard to the inclusion or exclusion of supervisory employees, the director must find that an employee may perform or effectively recommend a majority of those functions referred to in section 179.63, subdivisions 9 or 9a, before an employee may be excluded as supervisory. However, in every case the administrative head, and his assistant, of a municipality, municipal utility, police or fire department shall be considered a supervisory employee.

He shall not designate an appropriate unit which includes employees subject to section 179.63, subdivision 11, with employees not included in section 179.63, subdivision 11.

Subd. 4. Public employers and exclusive representatives of employees may voluntarily participate in joint negotiations in similar or identical appropriate units. It is the policy of sections 179.61 to 179.77 to encourage such areawide negotiations and the director shall encourage it whenever possible.

Subd. 5. In addition to all other duties imposed by this section, the director shall:

(a) retain mediation jurisdiction over the parties for purposes of this subdivision until such time as the parties reach agreement; provided, however, he may continue to assist parties after the parties have submitted their final positions as provided or required under section 179.72, subdivision 6; or section 179.69, subdivision 6;

(b) issue notices, subpoenas and orders as may be required by law to carry out his duties under sections 179.61 to 179.77. Issuance of orders shall include those orders of the Minnesota public employment relations board;

(c) certify to the Minnesota public employment relations board those items of dispute between parties to be subject to the action of the Minnesota public employment relations board under section 179.69, subdivision 3;

(d) assist the parties in formulating petitions, notices, and other papers required to be filed with the director or the board;

(e) certify the final results of any election or other voting procedure conducted pursuant to sections 179.61 to 179.77;

(f) furnish clerical and administrative services to the Minnesota public employment relations board as may be required;

(g) adopt reasonable and proper rules and regulations relative to and regulating the forms of petitions, notices, orders and the conduct of hearings and elections subject to final approval of the Minnesota public employment relations board. Such rules and regulations shall be printed and made available to the public and a copy delivered with each notice of hearing; provided, that every such rule or regulation shall be filed with the secretary of state, and any change therein or additions thereto shall not take effect until 20 days after such filing;

(h) receive, catalogue and file in a logical manner all orders and decisions of the Minnesota public employment relations board and all arbitration panels authorized by sections 179.61 to 179.77 as well as all grievance arbitration decisions and the director's own orders and decisions. All orders and decisions catalogued and filed shall be made readily available to the public;

(i) promulgate a grievance procedure to effectuate the purposes of section 179.70, subdivision 1. Such grievance procedures shall not provide for the services of the bureau of mediation services. The exercise of authority granted by this clause shall be subject to the provisions of chapter 15; said grievance procedure to be available to any public employee employed in a unit not covered by a negotiated grievance procedure as contained in section 179.70, subdivision 1;

(j) conduct elections.

Subd. 6. The director may at the request of a certified exclusive representative or employer who is a party to a labor dispute render assistance in settling the dispute without the necessity of filing the petition referred to in section 179.69, subdivision 1. If the director takes mediation jurisdiction of the dispute as a result of such a request, he shall then proceed as provided in section 179.69.

Subd. 7. The director shall not furnish mediation services to any employees nor any employee representative who is not at the time certified as an exclusive representative.

Subd. 8. Hearings and mediation meetings authorized by this section shall be held in the county which best meets the conveniences of the witnesses, but such hearings may be held at a time and place as is agreed to by the petitioner and those parties affected by the petition.

[*Ex1971 c 33 s 11; 1973 c 635 s 26, 27*]

**179.72 PUBLIC EMPLOYMENT RELATIONS BOARD; POWERS AND DUTIES; ARBITRATION.** Subdivision 1. There is hereby established a public employment relations board with the powers and duties assigned to it by this section. The board shall consist of five members appointed by the governor of the state of Minnesota. Two members shall be representative of public employees; two shall be representative of public employers; and one shall be representative of the public at large. Public employers and employee organizations representing public employees may submit for consideration names of persons representing their interests to serve as members of the board. Members shall be appointed for a term of four years, except that of the members first appointed two shall be appointed for a term ending the first Monday in April, 1974, and three for a term to expire on the first Monday in April, 1976. Members shall hold office until their successors are appointed and qualified and vacancies shall be filled by the governor of the state of Minnesota for the unexpired term. The board shall select one of its members to serve as chairman for a term beginning May 1 each year. The director of mediation services sha. provide secretarial and administrative services to the board.

Subd. 2. The board shall adopt its own rules governing its procedure and shall hold regular and special meetings as are prescribed in such rules. The chairman shall preside at meetings of the board. Members of the board shall be reimbursed at the rate of $35 per day when in attendance at meetings of the board and shall be allowed their actual and necessary travel or other expenses incurred in the performance of their duties pursuant to the laws and rules governing such expenses for state employees.

Subd. 3. In addition to the other powers and duties given it by law, the board has the following powers and duties:

(a) to hear and decide issues relating to the meaning of the terms "supervisory employee", "confidential employee", "essential employee" or "professional employee", as defined by section 179.63;

(b) to hear and decide appeals from determinations of the director relating to the appropriateness of a unit under section 179.67;

(c) to approve or disapprove the rules and regulations promulgated by the director under section 179.71, subdivision 5, clause (g).

Subd. 4. The board shall adopt rules pursuant to chapter 15 governing the presentation of issues relating to matters included in subdivision 3; and the taking of such appeals. All issues and appeals presented to the board shall be determined upon the record established by the director of mediation, except that the board at its discretion may request additional evidence when necessary or helpful.

Subd. 5. The board shall maintain a list of names of arbitrators qualified by experience and training in the field of labor management negotiations and arbitration. Names on the list may be selected and removed at any time by a majority of the board. In maintaining the list of such persons the board shall, to the maximum extent possible, select persons from varying geographical areas of the state.

Subd. 6. When final positions certified to the board as provided in section 179.69, subdivision 3, or submitted to the board as provided in section 179.69, subdivision 5, the board shall constitute an arbitration panel as follows:

The parties shall, under the direction of the chairman of the board, alternately strike names from a list of seven arbitrators until only three names remain, which three members shall be members of the panel; provided, however, that by mutual agreement the parties may select a single arbitrator to hear the dispute. If the parties are unable to agree on who shall strike the first name, the question shall be decided by the flip of a coin. In submitting names of arbitrators to the parties the board shall endeavor whenever possible to include names of persons from the general geographical area in which the public employer is located. The panel shall assume and have jurisdiction over the items of dispute certified to the board for which the panel was constituted. The panel's orders shall be issued upon a majority vote of members considering a given dispute. The members of the panel shall be paid their actual and necessary traveling and other expenses incurred in the performance of their duties plus a per diem allowance of $100 for each day or part thereof while engaged in the consideration of a dispute. All expenses and costs of the panel shall be shared and assessed equally to the parties to the dispute.

Subd. 7. The arbitration panel or arbitrator selected by the parties shall resolve the issues in dispute between the parties as submitted by the board, and the panel's decision and order shall be final and binding upon the parties. Provided, however, that no decision of the panel which violates any provision of the laws of Minnesota or rules or regulations promulgated thereunder or municipal charters or ordinances or resolutions enacted pursuant thereto, or which causes a penalty to be incurred thereunder, shall have any force or effect. In considering a dispute and issuing its order the panel shall give due consideration to the stautory rights and obligations of public employers to efficiently manage and conduct its operations within the legal limitations surrounding the financing of such operations. The panel's orders shall be issued by a majority vote of its members considering a given dispute. The panel shall have no jurisdiction over nor authority to entertain any matter or issue not within the definition stated in section 179.63, subdivision 18; provided, however, items not within terms and conditions of employment may be included in an arbitration decision if such items are contained in the employer's final position. Any issue or order or part thereof issued by the panel determining any matter not included under section 179.63, subdivision 18 or the employer's final position shall be void and of no effect. The panel shall render its decision within ten days from the date that all arbitration proceedings have been concluded, but in any event must issue its order by the last date the employer is required by statute, charter, ordinance or resolution to submit its tax levy or budget or certify its taxes voted to the appropriate public officer, agency, public body or office, or by November 1, whichever date is earlier. The panel's order shall be for such period as the panel shall direct, except that orders determining contracts for teacher units shall be effective to the end of the contract period as determined by section 179.70, subdivision 1.

Subd. 8. The arbitration panel may issue subpoenas requiring the attendance and testimony of witnesses and the production of evidence which relates to any matter involved in any dispute before it. The panel may administer oaths and affidavits, and may examine witnesses. Attendance of witnesses and the production of evidence may be required from any place in the state at any designated place of hearing; provided, however, the panel's meeting shall be held in the county in which the principal administrative offices of the employer are located, unless another location is selected by agreement of the parties. In case of contumacy or refusal to obey a subpoena issued under this section, the district court of the state for the county where the proceeding is pending or in which the person guilty of such contumacy or refusal to obey is found, or resides, or transacts business shall on application of the panel have jurisdiction to issue to such person an order requiring such person to appear before the panel, there to produce evidence as so ordered, or there to give testimony touching the matters in issue, and any failure to obey such order of the court may be punished by the court as a contempt thereof.

Subd. 9. Upon issuing its decision and order involving any dispute, the panel shall transmit the order and any written decision explaining the order to the board and to the director and to the appropriate representative or officer of the public employer and the employees. Should any issues submitted to arbitration be settled voluntarily before the arbitrator issues his decision, notice of such settlement shall be made by the arbitrator in a report issued both to the board and to the director.

Subd. 10. At the request of the exclusive representative to a dispute involving any essential employees, the board shall proceed in accordance with section 179.72 and the order shall be binding on both parties. The parties may stipulate those agreed upon items to be excluded from arbitration.

Subd. 11. [Repealed, 1973 c 635 s 37]

Subd. 12. The parties to an arbitration proceeding may at any time prior to or after issuance of an order of the arbitration panel, agree and settle upon terms and conditions of employment regardless of the terms and conditions of employment determined by the order. The parties shall, if so agreeing and settling, execute a written contract or memorandum of contract pursuant to section 179.70, subdivision 1.

Subd. 13. [Repealed, 1973 c 635 s 37]
*[Ex1971 c 33 s 12; 1973 c 635 s 28-31; 1974 c 246 s 1; 1974 c 247 s 2]*

**179.73 POLICY CONSULTANTS.** Subdivision 1. The legislature recognizes that professional employees possess knowledge, expertise, and dedication which is helpful and necessary to the operation and quality of public services and which may assist public employers in developing their policies. It is, therefore, the policy of this state to encourage close cooperation between public employers and professional employees by providing for discussions and the mutual exchange of ideas regarding all matters not specified under section 179.63, subdivision 18.

Subd. 2. The professional employees shall select a representative to meet and confer with a representative or committee of the public employer on matters not specified under section 179.63, subdivision 18 relating to the services being provided to the public. The public employer shall provide the facilities and set the time for such conferences to take place, provided that the parties shall meet together at least once every four months.

Subd. 3. [Repealed, 1973 c 635 s 37]

Subd. 4. [Repealed, 1973 c 635 s 37]

Subd. 5. [Repealed, 1973 c 635 s 37]

*[Ex1971 c 33 s 13; 1973 c 35 s 41; 1973 c 635 s 32]*

**179.74 STATE AND ITS EMPLOYEES; NEGOTIATIONS; APPROPRIATE UNITS.** Subdivision 1. For purposes of this section the term "appointing authority" has the meaning given it by section 43.01, subdivision 11.

Subd. 2. The employer of state employees shall be, for purposes of sections 179.61 to 179.77, the commissioner of personnel or his representative. If the commissioner is succeeded in his personnel functions by another state officer, he shall be the employer of state employees for the purposes of sections 179.61 to 179.77.

Subd. 3. In all negotiations between the state and exclusive representatives the state shall be represented by the commissioner of personnel or his representative. The attorney general, and each appointing authority shall cooperate with the commissioner of personnel in conducting negotiations and shall make available such personnel and other resources as are necessary to enable the commissioner to conduct effective negotiations.

Subd. 4. The commissioner of personnel shall meet and negotiate with the exclusive representative of appropriate units in the manner prescribed by sections 179.61 to 179.77; provided, however, that the director of mediation services shall define appropriate units of state employees as all the employees under the same appointing authority except where professional, geographical or other considerations affecting employment relations clearly require appropriate units of some other composition. Regardless of unit determination, the governor may upon the unanimous written request of exclusive representatives of units and appointing authorities direct that negotiations be conducted for one or more appointing authorities in a common proceeding.

Subd. 5. The commissioner of personnel is authorized to and may enter into agreements. The provisions of said agreements which establish wages and economic fringe benefits shall be submitted to the legislature to be accepted, rejected or modified.

*[Ex1971 c 33 s 14; 1973 c 507 s 39, 45; 1973 c 635 s 33-35]*

**179.75 APPLICATION OF SECTIONS 185.07 TO 185.19.**

Subdivision 1. [Repealed, 1973 c 635 s 37]

Subd. 2. [Repealed, 1973 c 635 s 37]

Subd. 3. [Repealed, 1973 c 635 s 37]

Subd. 4. [Repealed, 1973 c 635 s 37]

Subd. 5. [Repealed, 1973 c 635 s 37]

Subd. 6. [Repealed, 1973 c 635 s 37]

Subd. 7. [Repealed, 1973 c 635 s 37]

Subd. 8. Minnesota Statutes 1971, Sections 185.07 to 185.19, shall apply to all public employees, including those specifically excepted from the definition of public employee in section 179.63, subdivision 7, except as sections 185.07 to 185.19 may be inconsistent with section 179.68.

Subd. 9. [Repealed, 1973 c 635 s 37]

*[Ex1971 c 33 s 15; 1973 c 635 s 36]*

**179.76 INDEPENDENT REVIEW.** It shall be the public policy of the state of Minnesota that every public employee should be provided with the right of independent review, by a disinterested person or agency, of any grievance arising out of the interpretation of or adherence to terms and conditions of employment. When such review is not provided under statutory, charter, or ordinance provisions for a civil service or merit system, the governmental agency may provide for such review consistent with the provisions of law or charter. If no other procedure exists for the independent review of such grievances, the employee may present his grievance to the public employment relations panel under procedures established by the board.

*[Ex1971 c 33 s 16]*

**179.77** [Repealed, 1973 c 635 s 37]

# 1974-1975 CLASS SIZE DATA BY LEVEL OF INSTRUCTION IN THE STATE, REGION AND SCHOOL DISTRICT

## INTRODUCTION

The tables in this paper present a comprehensive view of the 1974-75 elementary; secondary; administrative, supervisory and special personnel; and, total full time equivalency (FTE) professional staff class size ratios by region, state, and school districts. This data is unique in that it presents the school district ratios by school district size, 1974-75 adjusted maintenance cost per pupil unit, 1974-75 EARC (Equalization Aid Review Committee) valuation per pupil unit and enrollment trend from 1970 to 1974.

Table 1 depicts the aggregation of the class size ratios by level of instruction in the regions and the state. The definitions of the terms and parameters used in this table can be found in the definitions section of this paper.

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Insert Table 1 Here

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Table 2 presents the high and low school districts in the upper quartile and the high and low school districts in the lower quartile of the elementary; secondary; administrative, supervisory and special personnel and total full time equivalency (FTE) professional staff class size ratios. This table demonstrates the range of class size ratios in the state of Minnesota. Those school districts found to be in error due to inconsistency in the school districts reporting of middle school enrollments and staff are excluded form this table. These latter school districts have an asterisk by their name in Table 3.

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Insert Table 2 Here

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Table 3 depicts the class size ratios by level of instruction in each school district. Because of the inconsistency in how the school districts reported middle school enrollments and staff, the elementary and secondary data from these school districts must be viewed with caution. Such districts have been identified in Table 3 with an asterisk.

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Insert Table 3 Here

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## DATA SOURCES AND DEFINITIONS

### Data Sources

1974-75 Fall Enrollment: Minnesota State Department of Education School District Fall Reports (F23-5)

1974-75 Adjusted Maintenance Cost per pupil unit: Minnesota State Department of Education

1974-75 EARC (Equalization Aid Review Committee) valuation per pupil unit: Minnesota Department of Education

1974-75 Personnel data: Minnesota State Department of Education.

Enrollment Trends (1970-71 to 1974-75): This is the percentage change in enrollments from the October 1, 1970 to October 1, 1974 data taken from the State Department of Education School District Fall Reports (F23-5)

### Definitions

Type of District: Each school district has been classified by a four-digit number (e.g. 1 3 1 3). Each digit represents the following:

a. First digit = District size:

1 = 0-299 students enrolled
2 = 300-799 students enrolled
3 = 800-1799 students enrolled
4 = 1800 plus students enrolled
5 = enrollment in the Cities of the first class school districts

b. Second digit = Adjusted Maintenance Cost per pupil unit:

1 = $0-749
2 = $750-949
3 = $950 plus

c. Third digit = 1974-75 EARC valuation per pupil unit:

1 = $0-7999
2 = $8000-15999
3 = $16000 plus

d. Fourth digit = 1970-71 to 1974-75 enrollment trend:

1 = 10% or more growth
2 = 6% to 9% growth
3 = 5% growth to 5% decline
4 = 6% to 9% decline
5 = 10% or more decline

Enrollment: The enrollment factors for the levels is as follows:

Elementary: Grades 1-6 enrollment, excluding elementary handicapped students.

Secondary: Grades 7-12 enrollment, excluding secondary handicapped students.

Administration: Grades K-12 enrollment including all handicapped students.

Total professional: Grades K-12 enrollment including all handicapped students.

FTE Teachers or staff: The classification of staff used in the levels of instruction is as follows:

Elementary: Grades 1-6 classroom teachers.

Secondary: Grades 7-12 classroom teachers.

Administration: All full time equivalency (FTE) administrative, supervisory and special personnel who do not spend this portion of their FTE in the classroom.

Total Professional: Total full time equivalency (FTE) professional staff in the school district, excluding post-secondary and adult education staff.

Pupil/(teacher or staff) rank: This is the ranking of class size ratios by level of instruction.

Table 1: The ranking ranges form 1,being the highest or largest class size ratio by region and state, whereas 12 is the lowest or smallest class size ratio.

Table 3: The ranking ranges from 1 being the highest or largest class size to 436 which is the lowest or smallest class size ratio by level of instruction in the school districts.

Average weekly salary: This is the salaries of the full time equivalency(FTE) professional staff in each level of instruction divided by the total number in that category.

Average weekly salary rank: This is the ranking of average weekly salaries by level of instruction.

Table 1: The ranking ranges from 1 being the highest salaries per week to 12 which is the lowest salaries per week in the regions and state.

Table 3: The ranking ranges from 1 to 436. A ranking of 1 indicates the highest average weekly salaries per week; 436 indicates the lowest average salaries per week by level of instruction.

## TABLE 1

| REGION | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVF. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVF. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|
| 01 | ELEMENTARY | 9819 | 474.9 | 20.7 | 12 | $ 269.16 | 11 |
| | SECONDARY | 12227 | 664.2 | 18.4 | 11 | $ 281.61 | 11 |
| | ADMINSTR. | 23732 | 114.6 | 207.1 | 12 | $ 382.44 | 10 |
| | TOTAL PROF | 23732 | 1530.5 | 15.5 | 11 | $ 284.27 | 12 |
| 02 | ELEMENTARY | 6330 | 255.9 | 24.7 | 2 | $ 270.71 | 10 |
| | SECONDARY | 7701 | 396.3 | 19.4 | 8 | $ 289.94 | 8 |
| | ADMINSTR. | 14942 | 60.2 | 248.1 | 6 | $ 391.67 | 8 |
| | TOTAL PROF | 14942 | 893.9 | 16.7 | 8 | $ 288.26 | 9 |
| 03 | ELEMENTARY | 32406 | 1364.7 | 23.7 | 5 | $ 315.46 | 2 |
| | SECONDARY | 41335 | 1996.3 | 20.7 | 4 | $ 334.33 | 2 |
| | ADMINSTR. | 78693 | 299.9 | 262.4 | 2 | $ 434.87 | 3 |
| | TOTAL PROF | 78693 | 4427.1 | 17.8 | 3 | $ 333.05 | 2 |
| 04 | ELEMENTARY | 17261 | 779.9 | 22.1 | 9 | $ 279.29 | 5 |
| | SECONDARY | 22834 | 1123.1 | 20.3 | 6 | $ 293.43 | 7 |
| | ADMINSTR. | 42820 | 177.4 | 241.3 | 8 | $ 395.26 | 7 |
| | TOTAL PROF | 42820 | 2545.2 | 16.8 | 7 | $ 295.26 | 6 |
| 05 | ELEMENTARY | 11971 | 515.1 | 23.2 | 6 | $ 276.27 | 7 |
| | SECONDARY | 15849 | 773.8 | 20.5 | 5 | $ 293.64 | 6 |
| | ADMINSTR. | 29772 | 123.0 | 242.0 | 7 | $ 397.67 | 6 |
| | TOTAL PROF | 29772 | 1750.9 | 17.0 | 5 | $ 295.38 | 5 |
| 06 | ELEMENTARY | 15195 | 725.7 | 20.9 | 11 | $ 266.60 | 12 |
| | SECONDARY | 20167 | 1086.0 | 18.6 | 9 | $ 286.09 | 10 |
| | ADMINSTR. | 37913 | 179.0 | 211.7 | 10 | $ 385.25 | 9 |
| | TOTAL PROF | 37913 | 2414.2 | 15.7 | 10 | $ 287.26 | 10 |
| 07 | ELEMENTARY | 29978 | 1217.9 | 24.6 | 3 | $ 271.21 | 9 |
| | SECONDARY | 36537 | 1716.0 | 21.3 | 2 | $ 296.36 | 5 |
| | ADMINSTR. | 71650 | 250.9 | 285.5 | 1 | $ 419.74 | 4 |
| | TOTAL PROF | 71650 | 3939.3 | 18.2 | 2 | $ 294.91 | 7 |
| 08 | ELEMENTARY | 12921 | 606.3 | 21.3 | 10 | $ 273.80 | 8 |
| | SECONDARY | 17200 | 999.2 | 17.2 | 12 | $ 278.52 | 12 |
| | ADMINSTR. | 32167 | 153.8 | 209.2 | 11 | $ 378.79 | 12 |
| | TOTAL PROF | 32167 | 2086.5 | 15.4 | 12 | $ 286.08 | 11 |
| 09 | ELEMENTARY | 18082 | 808.3 | 22.4 | 8 | $ 277.81 | 6 |
| | SECONDARY | 23796 | 1283.0 | 18.5 | 10 | $ 288.19 | 9 |
| | ADMINSTR. | 45022 | 197.8 | 227.6 | 9 | $ 382.05 | 11 |
| | TOTAL PROF | 45022 | 2760.5 | 16.3 | 9 | $ 292.41 | 8 |
| 10 | ELEMENTARY | 37375 | 1643.8 | 22.7 | 7 | $ 281.76 | 4 |
| | SECONDARY | 44910 | 2250.1 | 20.0 | 7 | $ 300.75 | 4 |
| | ADMINSTR. | 88686 | 344.7 | 257.3 | 3 | $ 406.01 | 5 |
| | TOTAL PROF | 88686 | 5262.6 | 16.9 | 6 | $ 301.26 | 4 |
| 11 | ELEMENTARY | 176624 | 6847.1 | 25.8 | 1 | $ 319.68 | 1 |
| | SECONDARY | 204144 | 9200.1 | 22.2 | 1 | $ 356.25 | 1 |
| | ADMINSTR. | 411618 | 1613.9 | 255.0 | 4 | $ 497.93 | 1 |
| | TOTAL PROF | 411618 | 22369.1 | 18.4 | 1 | $ 354.56 | 1 |
| STATE | ELEMENTARY | 367962 | 15239.7 | 24.1 | 4 | $ 299.01 | 3 |
| | SECONDARY | 446700 | 21488.3 | 20.8 | 3 | $ 323.39 | 3 |
| | ADMINSTR. | 877015 | 3515.4 | 249.5 | 5 | $ 446.08 | 2 |
| | TOTAL PROF | 877015 | 49979.8 | 17.5 | 4 | $ 324.49 | 3 |

## TABLE 2

## CLASS SIZE - DESCRIPTIVE INFORMATION

### UPPER QUARTILE

| Class Size Ratio Category | Ratio Rank 1 | School District | Ratio Rank 109 | School District |
|---|---|---|---|---|
| Elementary | 30.5 | Mound | 24.7 | Staples |
| Secondary | 29.6 | Spring Grove | 21.0 | Wells |
| Administration | 522.1 | Foley | 283.4 | International Falls |
| Total Professional Staff | 21.4 | North Branch | 17.8 | Rush City |

### LOWER QUARTILE

| | Rank 327 | | Rank 436 | |
|---|---|---|---|---|
| Elementary | 19.3 | Parkers Prairie | 10.7 | Marietta |
| Secondary | 16.9 | Warren | 9.2 | Humboldt |
| Administration | 176.0 | Winnebago | 0 | Wrenshall |
| Total Professional Staff | 14.8 | Welcome | 8.4 | Humboldt |

## TABLE 3

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 543 DEER CREEK | 1 3 1 3 | | | | | | | |
| | | ELEMENTARY | 107 | 7.3 | 14.6 | 425 | $ 235.84 | 396 |
| | | SECONDARY | 137 | 8.4 | 16.2 | 351 | $ 291.94 | 152 |
| | | ADMINSTR. | 258 | 2.2 | 117.8 | 410 | $ 415.83 | 131 |
| | | TOTAL PROF | 258 | 18.5 | 14.0 | 367 | $ 283.41 | 213 |
| | AVERAGE FOR 1 3 1 3 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 107 | 7.3 | 14.6 | | $ 235.84 | |
| | | SECONDARY | 137 | 8.4 | 16.2 | | $ 291.94 | |
| | | ADMINSTR. | 258 | 2.2 | 117.8 | | $ 415.83 | |
| | | TOTAL PROF | 258 | 18.5 | 14.0 | | $ 283.41 | |
| 440 MIDDLE RIVER | 1 3 1 5 | | | | | | | |
| | | ELEMENTARY | 126 | 5.8 | 21.6 | 243 | $ 298.55 | 81 |
| | | SECONDARY | 157 | 13.[illegible] | 12.0 | 430 | $ 275.66 | 237 |
| | | ADMINSTR. | 295 | 2.[illegible] | 110.5 | 414 | $ 355.45 | 327 |
| | | TOTAL PROF | 295 | 25.4 | 11.6 | 426 | $ 283.81 | 209 |
| | AVERAGE FOR 1 3 1 5 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 126 | 5.8 | 21.6 | | $ 298.55 | |
| | | SECONDARY | 157 | 13.1 | 12.0 | | $ 275.66 | |
| | | ADMINSTR. | 295 | 2.7 | 110.5 | | $ 355.45 | |
| | | TOTAL PROF | 295 | 25.4 | 11.6 | | $ 283.81 | |
| 597 ERSKINE | 1 3 2 2 | | | | | | | |
| | | ELEMENTARY | 116 | 6.1 | 19.0 | 334 | $ 252.08 | 327 |
| | | SECONDARY | 140 | 7.9 | 17.7 | 289 | $ 305.03 | 99 |
| | | ADMINSTR. | 281 | 2.0 | 140.5 | 381 | $ 361.11 | 306 |
| | | TOTAL PROF | 281 | 17.6 | 16.0 | 248 | $ 293.81 | 155 |
| [illegible] LAPORTE | 1 3 2 2 | | | | | | | |
| | | ELEMENTARY | 112 | 5.0 | 22.4 | 202 | $ 261.67 | 272 |
| | | SECONDARY | 144 | 7.9 | 18.1 | 262 | $ 271.24 | 255 |
| | | ADMINSTR. | 270 | .7 | 403.0 | 11 | $ 300.66 | 425 |
| | | TOTAL PROF | 270 | 18.0 | 15.0 | 312 | $ 265.36 | 331 |
| | AVERAGE FOR 1 3 2 2 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 114 | 5.5 | 20.7 | | $ 256.87 | |
| | | SECONDARY | 142 | 7.9 | 17.9 | | $ 288.13 | |
| | | ADMINSTR. | 275 | 1.3 | 271.7 | | $ 330.88 | |
| | | TOTAL PROF | 275 | 17.8 | 15.5 | | $ 279.58 | |
| [illegible]01 AKELEY | 1 3 2 3 | | | | | | | |
| | | ELEMENTARY | 128 | 6.0 | 21.3 | 257 | $ 291.02 | 147 |
| | | SECONDARY | 136 | 9.7 | 14.0 | 415 | $ 269.10 | 267 |
| | | ADMINSTR. | 277 | 1.8 | 155.6 | 359 | $ 349.43 | 342 |
| | | TOTAL PROF | 277 | 21.0 | 13.2 | 396 | $ 280.93 | 231 |
| 576 BADGER | 1 3 2 3 | | | | | | | |
| | | ELEMENTARY | 123 | 6.0 | 20.5 | 285 | $ 246.09 | 356 |
| | | SECONDARY | 151 | 8.3 | 18.1 | 265 | $ 252.81 | 352 |
| | | ADMINSTR. | 290 | 1.0 | 290.0 | 98 | $ 336.54 | 377 |
| | | TOTAL PROF | 290 | 17.3 | 16.8 | 178 | $ 259.49 | 356 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 262 BARRETT | 1 3 2 3 | | | | | | | |
| | | ELEMENTARY | 86 | 6.0 | 14.3 | 429 | $ 265.72 | 242 |
| | | SECONDARY | 101 | 9.3 | 10.9 | 433 | $ 250.76 | 360 |
| | | ADMINSTR. | 198 | 1.7 | 118.6 | 409 | $ 425.75 | 100 |
| | | TOTAL PROF | 198 | 18.0 | 11.0 | 431 | $ 271.59 | 289 |
| 570 FINLAYSON | 1 3 2 3 | | | | | | | |
| | | ELEMENTARY | 108 | 7.0 | 15.4 | 417 | $ 239.77 | 379 |
| | | SECONDARY | 115 | 7.1 | 16.1 | 354 | $ 255.72 | 333 |
| | | ADMINSTR. | 247 | 1.6 | 158.3 | 354 | $ 362.07 | 303 |
| | | TOTAL PROF | 247 | 16.5 | 15.0 | 314 | $ 259.65 | 355 |
| 523 GARY | 1 3 2 3 | | | | | | | |
| | | ELEMENTARY | 132 | 6.0 | 22.0 | 217 | $ 270.25 | 207 |
| | | SECONDARY | 125 | 9.6 | 13.0 | 425 | $ 259.50 | 308 |
| | | ADMINSTR. | 276 | 1.3 | 220.8 | 235 | $ 329.98 | 389 |
| | | TOTAL PROF | 276 | 19.7 | 14.0 | 365 | $ 284.24 | 206 |
| 232 PETERSON | 1 3 2 3 | | | | | | | |
| | | ELEMENTARY | 107 | 5.0 | 21.6 | 245 | $ 268.57 | 224 |
| | | SECONDARY | 103 | 7.3 | 14.0 | 412 | $ 277.36 | 230 |
| | | ADMINSTR. | 226 | 1.0 | 219.4 | 240 | $ 336.44 | 379 |
| | | TOTAL PROF | 226 | 15.0 | 15.1 | 306 | $ 272.10 | 285 |
| AVERAGE FOR | 1 3 2 3 | ( 6 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 114 | 6.0 | 19.2 | | $ 261.90 | |
| | | SECONDARY | 121 | 8.6 | 14.3 | | $ 260.87 | |
| | | ADMINSTR. | 252 | 1.4 | 193.8 | | $ 356.70 | |
| | | TOTAL PROF | 252 | 17.9 | 14.2 | | $ 271.33 | |
| 209 KENSINGTON | 1 3 2 4 | | | | | | | |
| | | ELEMENTARY | 104 | 6.0 | 17.3 | 379 | $ 264.41 | 252 |
| | | SECONDARY | 130 | 8.8 | 14.7 | 395 | $ 242.82 | 385 |
| | | ADMINSTR. | 249 | 2.6 | 97.3 | 428 | $ 321.78 | 403 |
| | | TOTAL PROF | 249 | 20.3 | 12.3 | 419 | $ 260.96 | 348 |
| AVERAGE FOR | 1 3 2 4 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 104 | 6.0 | 17.3 | | $ 264.41 | |
| | | SECONDARY | 130 | 8.8 | 14.7 | | $ 242.82 | |
| | | ADMINSTR. | 249 | 2.6 | 97.3 | | $ 321.78 | |
| | | TOTAL PROF | 249 | 20.3 | 12.3 | | $ 260.96 | |
| 261 ASHBY | 1 3 2 5 | | | | | | | |
| | | ELEMENTARY | 125 | 6.0 | 20.8 | 277 | $ 233.85 | 404 |
| | | SECONDARY | 158 | 8.6 | 18.3 | 252 | $ 255.06 | 336 |
| | | ADMINSTR. | 299 | 2.8 | 106.8 | 424 | $ 310.32 | 416 |
| | | TOTAL PROF | 299 | 20.1 | 14.9 | 319 | $ 249.55 | 399 |
| 561 GOODRIDGE | 1 3 2 5 | | | | | | | |
| | | ELEMENTARY | 100 | 7.0 | 14.3 | 430 | $ 242.86 | 371 |
| | | SECONDARY | 167 | 10.2 | 16.4 | 343 | $ 214.44 | 428 |
| | | ADMINSTR. | 287 | 2.7 | 107.5 | 422 | $ 323.95 | 397 |
| | | TOTAL PROF | 287 | 26.6 | 10.8 | 432 | $ 235.33 | 418 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) | | AVE. WEEKLY FTE (TEACHER OR STAFF) | |
|---|---|---|---|---|---|---|---|---|
| | | | | | RATIO | RANK | SALARY | RANK |
| 418 RUSSELL | 1 3 2 5 | | | | | | | |
| | | ELEMENTARY | 119 | 6.0 | 19.8 | 303 | $ 281.46 | 143 |
| | | SECONDARY | 140 | 8.9 | 15.7 | 371 | $ 251.32 | 357 |
| | | ADMINSTR. | 271 | 1.8 | 148.1 | 368 | $ 300.63 | 426 |
| | | TOTAL PROF | 271 | 18.1 | 14.9 | 315 | $ 265.40 | 330 |
| 444 STRANDQUIST | 1 3 2 5 | | | | | | | |
| | | ELEMENTARY | 49 | 3.0 | 16.3 | 403 | $ 204.91 | 431 |
| | | SECONDARY | 97 | 6.8 | 14.2 | 407 | $ 205.03 | 434 |
| | | ADMINSTR. | 154 | 1.2 | 129.4 | 396 | $ 372.86 | 401 |
| | | TOTAL PROF | 154 | 13.5 | 11.4 | 429 | $ 220.22 | 433 |
| 615 VILLARD | 1 3 2 5 | | | | | | | |
| | | ELEMENTARY | 114 | 7.0 | 16.3 | 404 | $ 264.35 | 255 |
| | | SECONDARY | 160 | 8.0 | 20.0 | 164 | $ 258.87 | 312 |
| | | ADMINSTR. | 294 | 2.5 | 117.6 | 411 | $ 329.75 | 390 |
| | | TOTAL PROF | 294 | 18.7 | 15.7 | 268 | $ 270.39 | 297 |
| AVERAGE FOR | 1 3 2 5 | ( 5 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 101 | 5.8 | 17.5 | | $ 245.49 | |
| | | SECONDARY | 144 | 8.5 | 16.9 | | $ 236.95 | |
| | | ADMINSTR. | 261 | 2.2 | 121.9 | | $ 317.50 | |
| | | TOTAL PROF | 261 | 19.4 | 13.5 | | $ 248.18 | |
| 114 BACKUS | 1 3 3 1 | | | | | | | |
| | | ELEMENTARY | 105 | 6.0 | 17.5 | 375 | $ 215.69 | 425 |
| | | SECONDARY | 170 | 7.3 | 23.4 | 29 | $ 229.48 | 410 |
| | | ADMINSTR. | 288 | 3.0 | 96.0 | 429 | $ 297.40 | 428 |
| | | TOTAL PROF | 288 | 20.2 | 14.2 | 351 | $ 237.88 | 417 |
| 158 GONVICK | 1 3 3 1 | | | | | | | |
| | | ELEMENTARY | 127 | 5.1 | 24.9 | 103 | $ 267.23 | 233 |
| | | SECONDARY | 148 | 8.7 | 17.0 | 323 | $ 262.21 | 302 |
| | | ADMINSTR. | 295 | 2.0 | 143.9 | 377 | $ 332.47 | 383 |
| | | TOTAL PROF | 295 | 19.2 | 15.3 | 297 | $ 274.59 | 271 |
| AVERAGE FOR | 1 3 3 1 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 116 | 5.6 | 21.2 | | $ 241.46 | |
| | | SECONDARY | 159 | 8.0 | 20.2 | | $ 245.84 | |
| | | ADMINSTR. | 291 | 2.5 | 120.0 | | $ 314.93 | |
| | | TOTAL PROF | 291 | 19.7 | 14.8 | | $ 256.24 | |
| 308 NEVIS | 1 3 3 2 | | | | | | | |
| | | ELEMENTARY | 116 | 6.8 | 17.0 | 391 | $ 271.50 | 202 |
| | | SECONDARY | 151 | 10.1 | 15.0 | 391 | $ 301.18 | 117 |
| | | ADMINSTR. | 280 | 1.5 | 186.7 | 301 | $ 302.79 | 421 |
| | | TOTAL PROF | 280 | 20.9 | 13.4 | 388 | $ 286.07 | 197 |
| AVERAGE FOR | 1 3 3 2 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 116 | 6.8 | 17.0 | | $ 271.50 | |
| | | SECONDARY | 151 | 10.1 | 15.0 | | $ 301.18 | |
| | | ADMINSTR. | 280 | 1.5 | 186.7 | | $ 302.79 | |
| | | TOTAL PROF | 280 | 20.9 | 13.4 | | $ 286.07 | |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 436 ALVARADO | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 101 | 6.0 | 16.8 | 395 | $ 260.81 | 278 |
| | | SECONDARY | 130 | 7.5 | 17.4 | 304 | $ 253.48 | 349 |
| | | ADMINSTR. | 256 | 1.7 | 153.3 | 365 | $ 338.48 | 373 |
| | | TOTAL PROF | 256 | 17.3 | 14.8 | 326 | $ 269.85 | 301 |
| 057 BEARDSLEY | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 92 | 4.5 | 20.4 | 286 | $ 254.02 | 316 |
| | | SECONDARY | 114 | 8.7 | 13.1 | 424 | $ 236.25 | 402 |
| | | ADMINSTR. | 219 | .4 | 509.3 | 2 | $ 359.53 | 311 |
| | | TOTAL PROF | 219 | 16.4 | 13.4 | 391 | $ 242.79 | 411 |
| 453 EAST CHAIN | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 113 | 6.0 | 18.8 | 338 | $ 214.95 | 426 |
| | | SECONDARY | 166 | 9.2 | 18.1 | 264 | $ 222.73 | 420 |
| | | ADMINSTR. | 299 | 3.2 | 94.3 | 431 | $ 349.81 | 340 |
| | | TOTAL PROF | 299 | 22.5 | 13.3 | 394 | $ 245.94 | 408 |
| 524 HALSTAD | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 130 | 6.0 | 21.7 | 240 | $ 250.95 | 334 |
| | | SECONDARY | 146 | 10.2 | 14.3 | 402 | $ 239.45 | 395 |
| | | ADMINSTR. | 296 | 1.0 | 296.0 | 83 | $ 405.90 | 160 |
| | | TOTAL PROF | 296 | 20.1 | 14.7 | 332 | $ 257.08 | 373 |
| 415 LYND | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 96 | 6.0 | 16.1 | 408 | $ 221.93 | 419 |
| | | SECONDARY | 111 | 7.2 | 15.4 | 376 | $ 230.52 | 408 |
| | | ADMINSTR. | 220 | 1.4 | 161.8 | 346 | $ 288.49 | 431 |
| | | TOTAL PROF | 220 | 16.6 | 13.3 | 393 | $ 233.35 | 424 |
| 604 MENTOR | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 97 | 6.0 | 16.2 | 407 | $ 248.27 | 348 |
| | | SECONDARY | 114 | 7.6 | 15.0 | 392 | $ 249.36 | 369 |
| | | ADMINSTR. | 230 | 1.0 | 230.0 | 217 | $ 317.65 | 410 |
| | | TOTAL PROF | 230 | 19.0 | 12.1 | 422 | $ 240.60 | 414 |
| 635 MILROY | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 120 | 8.1 | 14.9 | 422 | $ 242.12 | 372 |
| | | SECONDARY | 150 | 10.0 | 15.0 | 390 | $ 257.56 | 323 |
| | | ADMINSTR. | 286 | 2.2 | 132.4 | 389 | $ 317.86 | 408 |
| | | TOTAL PROF | 286 | 22.7 | 12.6 | 414 | $ 257.01 | 374 |
| 328 SIOUX VALLEY | 1 3 3 3 | | | | | | | |
| | | ELEMENTARY | 109 | 5.0 | 21.8 | 232 | $ 266.25 | 239 |
| | | SECONDARY | 100 | 7.1 | 14.2 | 408 | $ 294.82 | 142 |
| | | ADMINSTR. | 225 | 2.5 | 90.0 | 433 | $ 356.13 | 324 |
| | | TOTAL PROF | 225 | 18.0 | 12.5 | 416 | $ 289.09 | 184 |
| AVERAGE FOR | 1 3 3 3 | ( 8 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 107 | 5.9 | 18.3 | | $ 244.91 | |
| | | SECONDARY | 128 | 8.4 | 15.3 | | $ 248.02 | |
| | | ADMINSTR. | 253 | 1.7 | 208.4 | | $ 341.73 | |
| | | TOTAL PROF | 253 | 19.1 | 13.3 | | $ 254.47 | |

| DISTRICT NAME | TYPE OF DISTRICT |  | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 631 BELVIEW * | 1 3 3 4 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 110 | 6.0 | 18.3 | 353 | $ 226.23 | 414 |
|  |  | SECONDARY | 147 | 8.5 | 17.2 | 308 | $ 237.02 | 401 |
|  |  | ADMINSTR. | 272 | 2.5 | 108.8 | 418 | $ 293.41 | 429 |
|  |  | TOTAL PROF | 272 | 18.4 | 14.8 | 323 | $ 246.49 | 415 |
| 522 BORUP | 1 3 3 4 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 81 | 5.0 | 16.2 | 406 | $ 232.79 | 407 |
|  |  | SECONDARY | 93 | 7.2 | 12.9 | 427 | $ 277.92 | 226 |
|  |  | ADMINSTR. | 184 | 1.7 | 108.2 | 419 | $ 301.84 | 422 |
|  |  | TOTAL PROF | 184 | 16.6 | 11.1 | 430 | $ 254.56 | 382 |
| 592 CLIMAX - SHELLY | 1 3 3 4 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 97 | 5.5 | 17.6 | 372 | $ 265.50 | 244 |
|  |  | SECONDARY | 145 | 9.6 | 15.0 | 389 | $ 265.82 | 286 |
|  |  | ADMINSTR. | 264 | 1.4 | 184.6 | 304 | $ 491.10 | 29 |
|  |  | TOTAL PROF | 264 | 19.7 | 13.4 | 390 | $ 278.97 | 248 |
| 611 CYRUS | 1 3 3 4 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 80 | 3.0 | 26.7 | 42 | $ 263.21 | 264 |
|  |  | SECONDARY | 105 | 9.2 | 11.4 | 431 | $ 247.04 | 374 |
|  |  | ADMINSTR. | 204 | 1.8 | 110.3 | 415 | $ 401.96 | 173 |
|  |  | TOTAL PROF | 204 | 16.6 | 12.3 | 418 | $ 268.00 | 308 |
| 896 WOOD LAKE | 1 3 3 4 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 85 | 6.0 | 14.2 | 431 | $ 249.19 | 346 |
|  |  | SECONDARY | 139 | 8.2 | 17.0 | 318 | $ 258.51 | 316 |
|  |  | ADMINSTR. | 234 | 1.0 | 234.0 | 210 | $ 350.00 | 337 |
|  |  | TOTAL PROF | 234 | 18.0 | 13.0 | 404 | $ 261.66 | 345 |
| AVERAGE FOR | 1 3 3 4 | ( 5 DISTRICTS) |  |  |  |  |  |  |
|  |  | ELEMENTARY | 90 | 5.1 | 18.6 |  | $ 247.38 |  |
|  |  | SECONDARY | 125 | 8.5 | 14.7 |  | $ 257.26 |  |
|  |  | ADMINSTR. | 231 | 1.7 | 149.2 |  | $ 367.66 |  |
|  |  | TOTAL PROF | 231 | 17.9 | 12.9 |  | $ 260.73 |  |
| 371 BELLINGHAM | 1 3 3 5 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 116 | 5.3 | 21.8 | 235 | $ 254.48 | 315 |
|  |  | SECONDARY | 160 | 10.7 | 14.9 | 393 | $ 268.63 | 274 |
|  |  | ADMINSTR. | 294 | 2.7 | 110.1 | 416 | $ 308.04 | 418 |
|  |  | TOTAL PROF | 294 | 24.5 | 12.0 | 424 | $ 263.73 | 338 |
| 451 CEYLON * | 1 3 3 5 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 89 | 7.0 | 12.7 | 432 | $ 245.77 | 358 |
|  |  | SECONDARY | 156 | 10.9 | 14.4 | 401 | $ 261.66 | 304 |
|  |  | ADMINSTR. | 264 | 1.7 | 154.4 | 363 | $ 314.03 | 414 |
|  |  | TOTAL PROF | 264 | 22.1 | 11.9 | 425 | $ 254.22 | 384 |
| 218 DELAVAN | 1 3 3 5 |  |  |  |  |  |  |  |
|  |  | ELEMENTARY | 96 | 6.5 | 14.8 | 424 | $ 234.62 | 400 |
|  |  | SECONDARY | 152 | 8.1 | 18.7 | 234 | $ 233.11 | 406 |
|  |  | ADMINSTR. | 265 | 2.8 | 93.6 | 432 | $ 347.01 | 353 |
|  |  | TOTAL PROF | 265 | 20.4 | 13.0 | 403 | $ 253.25 | 388 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 893 ECHO | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 99 | 5.8 | 17.0 | 392 | $ 204.76 | 432 |
| | | SECONDARY | 144 | 11.1 | 12.9 | 426 | $ 211.00 | 432 |
| | | ADMINSTR. | 254 | 2.2 | 117.1 | 412 | $ 366.93 | 292 |
| | | TOTAL PROF | 254 | 19.7 | 12.9 | 405 | $ 230.25 | 428 |
| 243 EMMONS | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 105 | 6.0 | 17.5 | 376 | $ 203.83 | 433 |
| | | SECONDARY | 152 | 10.0 | 15.2 | 384 | $ 205.89 | 433 |
| | | ADMINSTR. | 274 | 2.0 | 137.0 | 384 | $ 324.18 | 396 |
| | | TOTAL PROF | 274 | 21.3 | 12.9 | 408 | $ 219.48 | 434 |
| 208 EVANSVILLE | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 124 | 7.5 | 16.5 | 399 | $ 295.00 | 90 |
| | | SECONDARY | 150 | 9.3 | 16.1 | 359 | $ 254.21 | 343 |
| | | ADMINSTR. | 296 | 2.4 | 125.4 | 401 | $ 373.75 | 267 |
| | | TOTAL PROF | 296 | 20.5 | 14.4 | 345 | $ 283.58 | 211 |
| 650 FRANKLIN | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 98 | 6.5 | 15.1 | 420 | $ 265.34 | 245 |
| | | SECONDARY | 145 | 10.4 | 14.0 | 413 | $ 242.58 | 388 |
| | | ADMINSTR. | 264 | 2.0 | 130.0 | 395 | $ 357.98 | 316 |
| | | TOTAL PROF | 264 | 20.1 | 13.1 | 401 | $ 264.81 | 332 |
| 220 FROST | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 79 | 7.0 | 11.3 | 434 | $ 296.32 | 89 |
| | | SECONDARY | 101 | 9.3 | 10.8 | 434 | $ 279.91 | 216 |
| | | ADMINSTR. | 192 | 1.8 | 107.9 | 420 | $ 385.10 | 230 |
| | | TOTAL PROF | 192 | 19.4 | 9.9 | 433 | $ 298.91 | 127 |
| 525 HENDRUM - PERLEY | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 94 | 6.0 | 15.7 | 413 | $ 240.09 | 377 |
| | | SECONDARY | 117 | 9.5 | 12.4 | 428 | $ 310.48 | 80 |
| | | ADMINSTR. | 227 | 0 | 0 | 435 | $ 0 | 435 |
| | | TOTAL PROF | 227 | 16.9 | 13.5 | 387 | $ 281.25 | 230 |
| 352 HUMBOLDT | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 65 | 6.0 | 10.8 | 435 | $ 257.43 | 296 |
| | | SECONDARY | 77 | 8.4 | 9.2 | 436 | $ 260.86 | 307 |
| | | ADMINSTR. | 152 | 1.6 | 95.0 | 430 | $ 347.74 | 348 |
| | | TOTAL PROF | 152 | 18.0 | 8.4 | 436 | $ 268.95 | 304 |
| 354 KENNEDY | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 100 | 5.5 | 18.2 | 360 | $ 288.46 | 111 |
| | | SECONDARY | 148 | 6.1 | 24.2 | 11 | $ 420.89 | 4 |
| | | ADMINSTR. | 269 | 2.2 | 122.3 | 404 | $ 359.65 | 310 |
| | | TOTAL PROF | 269 | 16.3 | 16.5 | 202 | $ 349.55 | 28 |
| 356 LANCASTER | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 113 | 6.0 | 18.8 | 339 | $ 230.73 | 409 |
| | | SECONDARY | 140 | 7.8 | 18.0 | 269 | $ 278.66 | 223 |
| | | ADMINSTR. | 274 | 2.0 | 137.0 | 385 | $ 351.19 | 334 |
| | | TOTAL PROF | 274 | 19.2 | 14.2 | 350 | $ 259.77 | 353 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) | | AVE. WEEKLY FTE (TEACHER OR STAFF) | |
|---|---|---|---|---|---|---|---|---|
| | | | | | RATIO | RANK | SALARY | RANK |
| 669 MAGNOLIA | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 80 | 5.0 | 16.0 | 411 | $ 236.54 | 392 |
| | | SECONDARY | 114 | 8.6 | 13.2 | 423 | $ 204.03 | 435 |
| | | ADMINSTR. | 209 | 1.3 | 156.0 | 358 | $ 348.35 | 347 |
| | | TOTAL PROF | 209 | 17.4 | 12.0 | 423 | $ 227.39 | 430 |
| 376 MARIETTA | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 82 | 7.6 | 10.7 | 436 | $ 190.97 | 436 |
| | | SECONDARY | 85 | 8.9 | 9.6 | 435 | $ 226.72 | 412 |
| | | ADMINSTR. | 176 | 1.0 | 167.6 | 336 | $ 281.90 | 432 |
| | | TOTAL PROF | 176 | 19.1 | 9.2 | 435 | $ 210.81 | 436 |
| 326 OKABENA | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 68 | 4.0 | 17.0 | 389 | $ 280.57 | 150 |
| | | SECONDARY | 116 | 7.5 | 15.4 | 374 | $ 257.87 | 320 |
| | | ADMINSTR. | 197 | 3.0 | 65.7 | 434 | $ 338.53 | 372 |
| | | TOTAL PROF | 197 | 17.1 | 11.5 | 427 | $ 279.11 | 247 |
| 516 ROUND LAKE | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 102 | 5.8 | 17.5 | 377 | $ 286.96 | 120 |
| | | SECONDARY | 159 | 8.3 | 19.1 | 209 | $ 234.49 | 405 |
| | | ADMINSTR. | 274 | 2.2 | 126.3 | 400 | $ 305.88 | 419 |
| | | TOTAL PROF | 274 | 18.7 | 14.6 | 336 | $ 261.60 | 346 |
| 408 VERDI | 1 3 3 5 | | | | | | | |
| | | ELEMENTARY | 63 | 5.5 | 11.5 | 433 | $ 218.81 | 424 |
| | | SECONDARY | 77 | 6.9 | 11.1 | 432 | $ 211.05 | 431 |
| | | ADMINSTR. | 147 | 1.4 | 105.0 | 425 | $ 312.93 | 415 |
| | | TOTAL PROF | 147 | 15.9 | 9.2 | 434 | $ 222.54 | 432 |
| AVERAGE FOR | 1 3 3 5 | (17 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 92 | 6.1 | 15.5 | | $ 248.87 | |
| | | SECONDARY | 129 | 8.9 | 14.7 | | $ 256.59 | |
| | | ADMINSTR. | 236 | 1.9 | 114.7 | | $ 319.01 | |
| | | TOTAL PROF | 236 | 19.2 | 12.3 | | $ 260.54 | |
| 821 MENAHGA | 2 2 1 1 | | | | | | | |
| | | ELEMENTARY | 302 | 14.0 | 21.6 | 246 | $ 264.57 | 250 |
| | | SECONDARY | 340 | 15.6 | 21.8 | 73 | $ 257.56 | 324 |
| | | ADMINSTR. | 694 | 3.0 | 231.3 | 212 | $ 367.27 | 291 |
| | | TOTAL PROF | 694 | 37.0 | 18.8 | 58 | $ 272.16 | 284 |
| 333 OGILVIE | 2 2 1 1 | | | | | | | |
| | | ELEMENTARY | 289 | 12.0 | 24.1 | 134 | $ 269.99 | 210 |
| | | SECONDARY | 358 | 15.7 | 22.8 | 45 | $ 280.73 | 210 |
| | | ADMINSTR. | 694 | 3.0 | 231.3 | 213 | $ 396.15 | 190 |
| | | TOTAL PROF | 694 | 40.0 | 17.3 | 135 | $ 279.74 | 239 |
| AVERAGE FOR | 2 2 1 1 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 295 | 13.0 | 22.8 | | $ 267.28 | |
| | | SECONDARY | 349 | 15.6 | 22.3 | | $ 269.14 | |
| | | ADMINSTR. | 694 | 3.0 | 231.3 | | $ 381.71 | |
| | | TOTAL PROF | 694 | 38.5 | 18.0 | | $ 275.95 | |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 786 BERTHA - HEWITT | 2 2 1 3 | | | | | | | |
| | | ELEMENTARY | 288 | 12.0 | 24.0 | 136 | $ 267.58 | 231 |
| | | SECONDARY | 345 | 18.3 | 18.8 | 230 | $ 253.81 | 345 |
| | | ADMINSTR. | 677 | 3.0 | 225.7 | 227 | $ 351.43 | 333 |
| | | TOTAL PROF | 677 | 38.8 | 17.4 | 130 | $ 268.65 | 306 |
| AVERAGE FOR | 2 2 1 3 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 288 | 12.0 | 24.0 | | $ 267.58 | |
| | | SECONDARY | 345 | 18.3 | 18.8 | | $ 253.81 | |
| | | ADMINSTR. | 677 | 3.0 | 225.7 | | $ 351.43 | |
| | | TOTAL PROF | 677 | 38.8 | 17.4 | | $ 268.65 | |
| 801 BROWNS VALLEY | 2 2 1 4 | | | | | | | |
| | | ELEMENTARY | 171 | 6.5 | 26.3 | 48 | $ 227.94 | 412 |
| | | SECONDARY | 236 | 12.4 | 19.0 | 214 | $ 216.86 | 426 |
| | | ADMINSTR. | 432 | 1.8 | 246.9 | 186 | $ 309.10 | 417 |
| | | TOTAL PROF | 432 | 25.0 | 17.3 | 143 | $ 230.42 | 427 |
| AVERAGE FOR | 2 2 1 4 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 171 | 6.5 | 26.3 | | $ 227.94 | |
| | | SECONDARY | 236 | 12.4 | 19.0 | | $ 216.86 | |
| | | ADMINSTR. | 432 | 1.8 | 246.9 | | $ 309.10 | |
| | | TOTAL PROF | 432 | 25.0 | 17.3 | | $ 230.42 | |
| 021 AUDUBON* | 2 2 2 1 | | | | | | | |
| | | ELEMENTARY | 189 | 6.8 | 27.9 | 27 | $ 280.22 | 153 |
| | | SECONDARY | 197 | 10.7 | 18.5 | 248 | $ 201.93 | 436 |
| | | ADMINSTR. | 419 | 2.0 | 209.5 | 270 | $ 376.46 | 259 |
| | | TOTAL PROF | 419 | 22.2 | 18.8 | 52 | $ 244.74 | 410 |
| 402 HENDRICKS | 2 2 2 1 | | | | | | | |
| | | ELEMENTARY | 148 | 5.5 | 26.9 | 37 | $ 271.67 | 201 |
| | | SECONDARY | 243 | 15.9 | 15.3 | 381 | $ 271.57 | 254 |
| | | ADMINSTR. | 426 | 2.4 | 179.0 | 316 | $ 374.41 | 263 |
| | | TOTAL PROF | 426 | 26.5 | 16.1 | 237 | $ 282.64 | 220 |
| 424 LESTER PRAIRIE | 2 2 2 1 | | | | | | | |
| | | ELEMENTARY | 254 | 14.0 | 18.1 | 361 | $ 263.42 | 261 |
| | | SECONDARY | 255 | 15.1 | 16.9 | 328 | $ 254.07 | 344 |
| | | ADMINSTR. | 550 | 2.5 | 220.0 | 236 | $ 380.04 | 248 |
| | | TOTAL PROF | 550 | 36.5 | 15.1 | 308 | $ 272.99 | 277 |
| 550 UNDERWOOD | 2 2 2 1 | | | | | | | |
| | | ELEMENTARY | 214 | 8.0 | 26.8 | 40 | $ 229.23 | 411 |
| | | SECONDARY | 267 | 12.6 | 21.2 | 102 | $ 257.02 | 329 |
| | | ADMINSTR. | 508 | 2.0 | 254.0 | 174 | $ 372.22 | 274 |
| | | TOTAL PROF | 508 | 27.9 | 18.2 | 80 | $ 267.35 | 314 |
| AVERAGE FOR | 2 2 2 1 | ( 4 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 201 | 8.6 | 24.9 | | $ 261.13 | |
| | | SECONDARY | 240 | 13.6 | 17.9 | | $ 246.15 | |
| | | ADMINSTR. | 475 | 2.2 | 215.6 | | $ 375.79 | |
| | | TOTAL PROF | 475 | 28.3 | 17.0 | | $ 266.93 | |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 207 BRANDON | 2 2 2 3 | ELEMENTARY | 223 | 10.5 | 21.2 | 260 | $ 259.85 | 287 |
| | | SECONDARY | 229 | 12.8 | 17.8 | 281 | $ 250.10 | 362 |
| | | ADMINSTR. | 491 | 2.3 | 213.5 | 258 | $ 330.79 | 386 |
| | | TOTAL PROF | 491 | 28.6 | 17.1 | 154 | $ 243.48 | 341 |
| 678 GREENBUSH | 2 2 2 3 | ELEMENTARY | 300 | 13.0 | 23.1 | 182 | $ 256.84 | 302 |
| | | SECONDARY | 311 | 16.6 | 18.7 | 231 | $ 297.86 | 126 |
| | | ADMINSTR. | 657 | 3.0 | 219.0 | 242 | $ 378.64 | 250 |
| | | TOTAL PROF | 657 | 37.9 | 17.3 | 137 | $ 289.11 | 183 |
| 791 GREY EAGLE | 2 2 2 3 | ELEMENTARY | 191 | 9.0 | 21.2 | 261 | $ 244.75 | 365 |
| | | SECONDARY | 209 | 13.1 | 16.0 | 362 | $ 266.25 | 284 |
| | | ADMINSTR. | 419 | 2.0 | 209.5 | 271 | $ 347.19 | 351 |
| | | TOTAL PROF | 419 | 27.1 | 15.5 | 289 | $ 262.97 | 342 |
| 545 HENNING | 2 2 2 3 | ELEMENTARY | 253 | 10.2 | 24.9 | 101 | $ 273.12 | 192 |
| | | SECONDARY | 348 | 17.8 | 19.5 | 189 | $ 287.57 | 179 |
| | | ADMINSTR. | 639 | 2.5 | 255.6 | 170 | $ 399.34 | 179 |
| | | TOTAL PROF | 639 | 36.7 | 17.4 | 131 | $ 290.74 | 173 |
| 783 KERKHOVEN | 2 2 2 3 | ELEMENTARY | 283 | 12.0 | 23.7 | 155 | $ 207.60 | 429 |
| | | SECONDARY | 309 | 16.3 | 18.9 | 224 | $ 272.14 | 253 |
| | | ADMINSTR. | 632 | 2.0 | 311.3 | 56 | $ 375.77 | 260 |
| | | TOTAL PROF | 632 | 33.5 | 18.9 | 51 | $ 256.45 | 376 |
| 628 PLUMMER | 2 2 2 3 | ELEMENTARY | 147 | 6.0 | 24.5 | 114 | $ 250.93 | 335 |
| | | SECONDARY | 158 | 9.4 | 16.7 | 332 | $ 250.51 | 361 |
| | | ADMINSTR. | 328 | 2.5 | 131.2 | 393 | $ 301.39 | 423 |
| | | TOTAL PROF | 328 | 21.0 | 15.6 | 277 | $ 259.12 | 361 |
| 409 TYLER | 2 2 2 3 | ELEMENTARY | 253 | 13.6 | 18.6 | 347 | $ 257.19 | 298 |
| | | SECONDARY | 279 | 16.0 | 17.5 | 303 | $ 269.27 | 264 |
| | | ADMINSTR. | 562 | 3.0 | 187.3 | 300 | $ 341.98 | 361 |
| | | TOTAL PROF | 562 | 35.5 | 15.8 | 259 | $ 271.32 | 292 |
| AVERAGE FOR | 2 2 2 3 | ( 7 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 235 | 10.6 | 22.5 | | $ 250.04 | |
| | | SECONDARY | 263 | 14.6 | 17.9 | | $ 270.53 | |
| | | ADMINSTR. | 532 | 2.5 | 218.2 | | $ 353.59 | |
| | | TOTAL PROF | 532 | 31.5 | 16.8 | | $ 270.46 | |
| 768 HANCOCK | 2 2 2 4 | ELEMENTARY | 167 | 7.5 | 22.4 | 203 | $ 260.29 | 285 |
| | | SECONDARY | 192 | 10.1 | 18.9 | 221 | $ 245.13 | 379 |
| | | ADMINSTR. | 385 | 3.0 | 128.3 | 397 | $ 315.46 | 412 |
| | | TOTAL PROF | 385 | 23.1 | 16.7 | 187 | $ 258.32 | 365 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 404 LAKE BENTON | 2 2 2 4 | | | | | | | |
| | | ELEMENTARY | 193 | 10.5 | 18.4 | 352 | $ 218.82 | 423 |
| | | SECONDARY | 266 | 16.4 | 16.2 | 352 | $ 219.16 | 424 |
| | | ADMINSTR. | 477 | 2.0 | 238.5 | 205 | $ 370.65 | 279 |
| | | TOTAL PROF | 477 | 31.6 | 15.1 | 304 | $ 232.78 | 425 |
| 603 MC INTOSH | 2 2 2 4 | | | | | | | |
| | | ELEMENTARY | 193 | 11.0 | 17.5 | 374 | $ 261.22 | 275 |
| | | SECONDARY | 211 | 12.6 | 16.7 | 333 | $ 277.52 | 228 |
| | | ADMINSTR. | 433 | 3.0 | 144.3 | 375 | $ 400.68 | 176 |
| | | TOTAL PROF | 433 | 30.6 | 14.1 | 355 | $ 286.50 | 196 |
| 763 MEDFORD | 2 2 2 4 | | | | | | | |
| | | ELEMENTARY | 294 | 13.5 | 21.8 | 234 | $ 271.72 | 198 |
| | | SECONDARY | 317 | 15.3 | 20.7 | 132 | $ 266.92 | 280 |
| | | ADMINSTR. | 646 | 3.0 | 215.3 | 250 | $ 409.09 | 150 |
| | | TOTAL PROF | 646 | 35.5 | 18.2 | 83 | $ 280.73 | 233 |
| AVERAGE FOR | 2 2 2 4 | ( 4 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 211 | 10.6 | 20.0 | | $ 253.01 | |
| | | SECONDARY | 246 | 13.6 | 18.1 | | $ 252.18 | |
| | | ADMINSTR. | 485 | 2.8 | 181.6 | | $ 373.97 | |
| | | TOTAL PROF | 485 | 30.2 | 16.0 | | $ 264.58 | |
| 238 MABEL - CANTON | 2 2 2 5 | | | | | | | |
| | | ELEMENTARY | 281 | 13.4 | 21.0 | 272 | $ 284.99 | 129 |
| | | SECONDARY | 355 | 19.7 | 18.0 | 268 | $ 266.25 | 283 |
| | | ADMINSTR. | 692 | 3.0 | 230.7 | 215 | $ 373.57 | 269 |
| | | TOTAL PROF | 692 | 41.3 | 16.8 | 179 | $ 284.71 | 205 |
| AVERAGE FOR | 2 2 2 5 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 281 | 13.4 | 21.0 | | $ 284.99 | |
| | | SECONDARY | 355 | 19.7 | 18.0 | | $ 266.25 | |
| | | ADMINSTR. | 692 | 3.0 | 230.7 | | $ 373.57 | |
| | | TOTAL PROF | 692 | 41.3 | 16.8 | | $ 284.71 | |
| 638 SANBORN* | 2 2 3 1 | | | | | | | |
| | | ELEMENTARY | 174 | 7.0 | 24.9 | 102 | $ 220.63 | 421 |
| | | SECONDARY | 165 | 11.7 | 14.1 | 410 | $ 215.61 | 427 |
| | | ADMINSTR. | 369 | 2.0 | 184.5 | 305 | $ 334.78 | 382 |
| | | TOTAL PROF | 369 | 22.9 | 16.1 | 233 | $ 234.95 | 419 |
| AVERAGE FOR | 2 2 3 1 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 174 | 7.0 | 24.9 | | $ 220.63 | |
| | | SECONDARY | 165 | 11.7 | 14.1 | | $ 215.61 | |
| | | ADMINSTR. | 369 | 2.0 | 184.5 | | $ 334.78 | |
| | | TOTAL PROF | 369 | 22.9 | 16.1 | | $ 234.95 | |
| 542 BATTLE LAKE | 2 2 3 2 | | | | | | | |
| | | ELEMENTARY | 306 | 14.5 | 21.1 | 265 | $ 294.98 | 91 |
| | | SECONDARY | 400 | 18.6 | 21.5 | 83 | $ 276.93 | 233 |
| | | ADMINSTR. | 752 | 3.0 | 250.7 | 180 | $ 366.41 | 294 |
| | | TOTAL PROF | 752 | 43.5 | 17.3 | 140 | $ 285.05 | 201 |

| | | | | | PUPIL/ (TEACHER OR STAFF) | | AVE. WEEKLY FTE (TEACHER OR STAFF) | |
|---|---|---|---|---|---|---|---|---|
| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | RATIO | RANK | SALARY | RANK |
| AVERAGE FOR | 2 2 3 2 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 306 | 14.5 | 21.1 | | $ 294.98 | |
| | | SECONDARY | 400 | 18.6 | 21.5 | | $ 276.93 | |
| | | ADMINSTR. | 752 | 3.0 | 250.7 | | $ 366.41 | |
| | | TOTAL PROF | 752 | 43.5 | 17.3 | | $ 285.05 | |
| 245 GLENVILLE | 2 2 3 3 | ELEMENTARY | 305 | 14.0 | 21.8 | 233 | $ 265.03 | 248 |
| | | SECONDARY | 301 | 16.6 | 18.1 | 261 | $ 279.19 | 222 |
| | | ADMINSTR. | 663 | 3.0 | 221.0 | 233 | $ 341.78 | 362 |
| | | TOTAL PROF | 663 | 38.6 | 17.2 | 150 | $ 279.66 | 240 |
| 830 JANESVILLE | 2 2 3 3 | ELEMENTARY | 264 | 12.0 | 22.0 | 218 | $ 289.38 | 104 |
| | | SECONDARY | 357 | 19.4 | 18.4 | 251 | $ 295.18 | 139 |
| | | ADMINSTR. | 677 | 2.5 | 270.8 | 142 | $ 412.15 | 143 |
| | | TOTAL PROF | 677 | 38.1 | 17.7 | 113 | $ 303.07 | 110 |
| 175 WESTBROOK | 2 2 3 3 | ELEMENTARY | 271 | 11.0 | 24.6 | 112 | $ 243.94 | 368 |
| | | SECONDARY | 253 | 15.7 | 16.1 | 356 | $ 294.30 | 144 |
| | | ADMINSTR. | 561 | 2.2 | 258.5 | 164 | $ 335.10 | 380 |
| | | TOTAL PROF | 561 | 33.8 | 16.6 | 195 | $ 280.38 | 235 |
| AVERAGE FOR | 2 2 3 3 | ( 3 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 280 | 12.3 | 22.8 | | $ 266.12 | |
| | | SECONDARY | 303 | 17.3 | 17.5 | | $ 289.56 | |
| | | ADMINSTR. | 633 | 2.6 | 250.1 | | $ 363.01 | |
| | | TOTAL PROF | 633 | 36.9 | 17.2 | | $ 287.70 | |
| 297 SPRING GROVE | 2 2 3 4 | ELEMENTARY | 229 | 10.2 | 22.5 | 194 | $ 273.25 | 191 |
| | | SECONDARY | 286 | 9.7 | 29.6 | 1 | $ 486.49 | 1 |
| | | ADMINSTR. | 550 | 2.6 | 214.0 | 254 | $ 365.93 | 297 |
| | | TOTAL PROF | 550 | 26.5 | 20.7 | 4 | $ 371.31 | 18 |
| AVERAGE FOR | 2 2 3 4 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 229 | 10.2 | 22.5 | | $ 273.25 | |
| | | SECONDARY | 286 | 9.7 | 29.6 | | $ 486.49 | |
| | | ADMINSTR. | 550 | 2.6 | 214.0 | | $ 365.93 | |
| | | TOTAL PROF | 550 | 26.5 | 20.7 | | $ 371.31 | |
| 060 GRACEVILLE | 2 2 3 5 | ELEMENTARY | 209 | 10.4 | 20.1 | 294 | $ 245.21 | 363 |
| | | SECONDARY | 296 | 15.0 | 19.8 | 174 | $ 264.97 | 290 |
| | | ADMINSTR. | 521 | 3.0 | 173.7 | 332 | $ 347.66 | 349 |
| | | TOTAL PROF | 521 | 33.0 | 15.8 | 263 | $ 265.77 | 326 |
| AVERAGE FOR | 2 2 3 5 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 209 | 10.4 | 20.1 | | $ 245.21 | |
| | | SECONDARY | 296 | 15.0 | 19.8 | | $ 264.97 | |
| | | ADMINSTR. | 521 | 3.0 | 173.7 | | $ 347.66 | |
| | | TOTAL PROF | 521 | 33.0 | 15.8 | | $ 265.77 | |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 447 GRYGLA-GATZKE | 2 3 1 1 | | | | | | | |
| | | ELEMENTARY | 164 | 9.0 | 18.2 | 357 | $ 249.30 | 343 |
| | | SECONDARY | 193 | 12.8 | 15.1 | 388 | $ 275.86 | 235 |
| | | ADMINSTR. | 379 | 3.0 | 126.3 | 399 | $ 341.73 | 363 |
| | | TOTAL PROF | 379 | 26.9 | 14.1 | 360 | $ 277.63 | 255 |
| AVERAGE FOR | 2 3 1 1 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 164 | 9.0 | 18.2 | | $ 249.30 | |
| | | SECONDARY | 193 | 12.8 | 15.1 | | $ 275.86 | |
| | | ADMINSTR. | 379 | 3.0 | 126.3 | | $ 341.73 | |
| | | TOTAL PROF | 379 | 26.9 | 14.1 | | $ 277.63 | |
| 362 LITTLEFORK | 2 3 1 2 | | | | | | | |
| | | ELEMENTARY | 307 | 14.0 | 21.9 | 222 | $ 268.15 | 228 |
| | | SECONDARY | 283 | 17.2 | 16.4 | 345 | $ 243.67 | 381 |
| | | ADMINSTR. | 637 | 3.0 | 212.3 | 263 | $ 390.15 | 209 |
| | | TOTAL PROF | 637 | 40.6 | 15.7 | 270 | $ 262.61 | 343 |
| 690 WARROAD | 2 3 1 2 | | | | | | | |
| | | ELEMENTARY | 322 | 12.2 | 26.5 | 46 | $ 263.47 | 260 |
| | | SECONDARY | 402 | 16.7 | 24.0 | 18 | $ 249.60 | 367 |
| | | ADMINSTR. | 775 | 4.0 | 193.8 | 292 | $ 328.48 | 392 |
| | | TOTAL PROF | 775 | 44.4 | 17.5 | 123 | $ 255.97 | 379 |
| AVERAGE FOR | 2 3 1 2 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 314 | 13.1 | 24.2 | | $ 265.81 | |
| | | SECONDARY | 342 | 17.0 | 20.2 | | $ 246.64 | |
| | | ADMINSTR. | 706 | 3.5 | 203.0 | | $ 359.31 | |
| | | TOTAL PROF | 706 | 42.5 | 16.6 | | $ 259.29 | |
| 566 ASKOV | 2 3 1 3 | | | | | | | |
| | | ELEMENTARY | 210 | 9.0 | 23.3 | 170 | $ 292.18 | 96 |
| | | SECONDARY | 234 | 12.3 | 19.1 | 212 | $ 291.00 | 158 |
| | | ADMINSTR. | 477 | 3.0 | 159.0 | 353 | $ 436.06 | 73 |
| | | TOTAL PROF | 477 | 28.2 | 16.9 | 169 | $ 312.52 | 86 |
| 694 BUHL | 2 3 1 3 | | | | | | | |
| | | ELEMENTARY | 230 | 10.0 | 23.0 | 183 | $ 307.50 | 61 |
| | | SECONDARY | 269 | 15.8 | 17.0 | 320 | $ 306.77 | 92 |
| | | ADMINSTR. | 540 | 2.0 | 270.0 | 145 | $ 383.72 | 236 |
| | | TOTAL PROF | 540 | 31.6 | 17.1 | 158 | $ 313.04 | 85 |
| 789 CLARISSA* | 2 3 1 3 | | | | | | | |
| | | ELEMENTARY | 170 | 10.0 | 17.0 | 390 | $ 247.97 | 349 |
| | | SECONDARY | 255 | 12.2 | 20.9 | 116 | $ 275.66 | 238 |
| | | ADMINSTR. | 467 | 2.5 | 186.1 | 302 | $ 348.74 | 345 |
| | | TOTAL PROF | 467 | 34.0 | 13.7 | 376 | $ 267.35 | 313 |
| 002 HILL CITY | 2 3 1 3 | | | | | | | |
| | | ELEMENTARY | 174 | 9.0 | 19.3 | 324 | $ 223.77 | 418 |
| | | SECONDARY | 217 | 14.7 | 14.7 | 397 | $ 228.86 | 411 |
| | | ADMINSTR. | 411 | 2.5 | 164.4 | 343 | $ 357.92 | 317 |
| | | TOTAL PROF | 411 | 30.1 | 13.6 | 380 | $ 245.51 | 409 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 036 KELLIHER | 2 3 1 3 | | | | | | | |
| | | ELEMENTARY | 127 | 6.0 | 21.2 | 263 | $ 238.60 | 385 |
| | | SECONDARY | 175 | 11.2 | 15.6 | 372 | $ 242.17 | 390 |
| | | ADMINSTR. | 326 | 1.6 | 203.7 | 279 | $ 343.96 | 357 |
| | | TOTAL PROF | 326 | 23.5 | 13.9 | 374 | $ 246.79 | 407 |
| 487 UPSALA | 2 3 1 3 | | | | | | | |
| | | ELEMENTARY | 244 | 12.5 | 19.5 | 316 | $ 253.16 | 322 |
| | | SECONDARY | 244 | 16.1 | 15.2 | 385 | $ 294.52 | 143 |
| | | ADMINSTR. | 522 | 4.0 | 130.5 | 394 | $ 350.00 | 338 |
| | | TOTAL PROF | 522 | 37.6 | 13.9 | 372 | $ 288.74 | 187 |
| 818 VERNDALE | 2 3 1 3 | | | | | | | |
| | | ELEMENTARY | 218 | 10.5 | 20.8 | 279 | $ 258.66 | 290 |
| | | SECONDARY | 279 | 15.6 | 17.9 | 279 | $ 246.34 | 377 |
| | | ADMINSTR. | 531 | 3,0 | 177.0 | 324 | $ 323.35 | 399 |
| | | TOTAL PROF | 531 | 32.9 | 16.1 | 228 | $ 257.23 | 370 |
| AVERAGE FOR | 2 3 1 3 | ( 7 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 196 | 9.6 | 20.6 | | $ 260.26 | |
| | | SECONDARY | 239 | 14.0 | 17.2 | | $ 269.33 | |
| | | ADMINSTR. | 467 | 2.7 | 184.4 | | $ 363.39 | |
| | | TOTAL PROF | 467 | 31.1 | 15.0 | | $ 275.88 | |
| 790 EAGLE BEND | 2 3 1 4 | | | | | | | |
| | | ELEMENTARY | 169 | 7.0 | 24.1 | 131 | $ 260.75 | 280 |
| | | SECONDARY | 213 | 13.0 | 16.4 | 344 | $ 264.49 | 293 |
| | | ADMINSTR. | 404 | 2.5 | 161.6 | 347 | $ 386.92 | 221 |
| | | TOTAL PROF | 404 | 28.6 | 14.1 | 358 | $ 278.50 | 250 |
| 486 SWANVILLE | 2 3 1 4 | | | | | | | |
| | | ELEMENTARY | 192 | 7.5 | 25.6 | 70 | $ 300.01 | 78 |
| | | SECONDARY | 244 | 15.9 | 15.3 | 378 | $ 283.94 | 196 |
| | | ADMINSTR. | 477 | 2.5 | 190.8 | 293 | $ 415.53 | 133 |
| | | TOTAL PROF | 477 | 30.7 | 15.5 | 283 | $ 303.18 | 108 |
| AVERAGE FOR | 2 3 1 4 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 180 | 7.3 | 24.9 | | $ 280.38 | |
| | | SECONDARY | 228 | 14.4 | 15.9 | | $ 274.21 | |
| | | ADMINSTR. | 440 | 2.5 | 176.2 | | $ 401.23 | |
| | | TOTAL PROF | 440 | 29.6 | 14.8 | | $ 290.84 | |
| 095 CROMWELL | 2 3 1 5 | | | | | | | |
| | | ELEMENTARY | 139 | 7.7 | 18.1 | 362 | $ 269.18 | 218 |
| | | SECONDARY | 200 | 13.6 | 14.7 | 398 | $ 280.65 | 211 |
| | | ADMINSTR. | 367 | 2.6 | 141.2 | 379 | $ 348.80 | 344 |
| | | TOTAL PROF | 367 | 27.0 | 13.6 | 385 | $ 283.32 | 214 |
| 147 DILWORTH | 2 3 1 5 | | | | | | | |
| | | ELEMENTARY | 246 | 12.5 | 19.6 | 309 | $ 301.83 | 73 |
| | | SECONDARY | 318 | 16.3 | 19.5 | 190 | $ 292.45 | 151 |
| | | ADMINSTR. | 614 | 3.0 | 204.7 | 276 | $ 430.77 | 81 |
| | | TOTAL PROF | 614 | 39.6 | 15.5 | 288 | $ 303.77 | 104 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 363 SOUTH KOOCHICHING-R R | 2 3 1 5 | | | | | | | |
| | | ELEMENTARY | 167 | 11.0 | 15.2 | 419 | $ 255.42 | 311 |
| | | SECONDARY | 236 | 16.6 | 14.3 | 405 | $ 241.54 | 391 |
| | | ADMINSTR. | 419 | 2.2 | 190.5 | 295 | $ 340.90 | 365 |
| | | TOTAL PROF | 419 | 34.5 | 12.1 | 421 | $ 251.92 | 393 |
| AVERAGE FOR | 2 3 1 5 | ( 3 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 184 | 10.4 | 17.7 | | $ 275.48 | |
| | | SECONDARY | 251 | 15.5 | 16.1 | | $ 271.55 | |
| | | ADMINSTR. | 466 | 2.6 | 178.8 | | $ 373.49 | |
| | | TOTAL PROF | 466 | 33.7 | 13.7 | | $ 279.67 | |
| 787 BROWERVILLE | 2 3 2 1 | | | | | | | |
| | | ELEMENTARY | 119 | 6.0 | 19.8 | 304 | $ 219.72 | 422 |
| | | SECONDARY | 353 | 17.1 | 20.7 | 131 | $ 273.01 | 248 |
| | | ADMINSTR. | 512 | 2.3 | 218.8 | 243 | $ 364.15 | 299 |
| | | TOTAL PROF | 512 | 30.2 | 17.0 | 164 | $ 273.73 | 273 |
| 734 HENDERSON | 2 3 2 1 | | | | | | | |
| | | ELEMENTARY | 191 | 9.5 | 20.1 | 293 | $ 239.93 | 378 |
| | | SECONDARY | 222 | 13.1 | 17.0 | 322 | $ 249.96 | 365 |
| | | ADMINSTR. | 442 | 3.0 | 147.3 | 369 | $ 366.15 | 296 |
| | | TOTAL PROF | 442 | 28.1 | 15.8 | 266 | $ 269.92 | 299 |
| AVERAGE FOR | 2 3 2 1 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 155 | 7.8 | 20.0 | | $ 229.83 | |
| | | SECONDARY | 287 | 15.1 | 18.8 | | $ 261.49 | |
| | | ADMINSTR. | 477 | 2.7 | 183.1 | | $ 365.15 | |
| | | TOTAL PROF | 477 | 29.1 | 16.4 | | $ 271.83 | |
| 806 ELGIN - MILLVILLE | 2 3 2 2 | | | | | | | |
| | | ELEMENTARY | 287 | 12.0 | 23.9 | 142 | $ 221.11 | 420 |
| | | SECONDARY | 306 | 17.0 | 18.0 | 271 | $ 242.68 | 386 |
| | | ADMINSTR. | 633 | 3.0 | 211.0 | 266 | $ 278.01 | 433 |
| | | TOTAL PROF | 633 | 39.9 | 15.9 | 256 | $ 231.24 | 426 |
| 140 TAYLORS FALLS | 2 3 2 2 | | | | | | | |
| | | ELEMENTARY | 195 | 9.0 | 21.7 | 241 | $ 245.79 | 357 |
| | | SECONDARY | 234 | 13.2 | 17.7 | 291 | $ 243.35 | 383 |
| | | ADMINSTR. | 453 | 2.5 | 181.2 | 310 | $ 351.02 | 335 |
| | | TOTAL PROF | 453 | 28.0 | 16.2 | 226 | $ 253.97 | 387 |
| AVERAGE FOR | 2 3 2 2 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 241 | 10.5 | 22.8 | | $ 233.45 | |
| | | SECONDARY | 270 | 15.1 | 17.9 | | $ 243.01 | |
| | | ADMINSTR. | 543 | 2.8 | 196.1 | | $ 314.52 | |
| | | TOTAL PROF | 543 | 34.0 | 16.0 | | $ 242.60 | |
| 736 BELGRADE | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 335 | 14.0 | 23.9 | 141 | $ 300.26 | 77 |
| | | SECONDARY | 410 | 23.0 | 17.8 | 282 | $ 274.63 | 244 |
| | | ADMINSTR. | 787 | 4.0 | 196.7 | 288 | $ 362.05 | 304 |
| | | TOTAL PROF | 787 | 49.0 | 16.1 | 236 | $ 288.90 | 186 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 737 BROOTEN | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 241 | 11.0 | 21.9 | 223 | $ 289.21 | 107 |
| | | SECONDARY | 304 | 15.2 | 19.9 | 165 | $ 286.32 | 185 |
| | | ADMINSTR. | 591 | 2.8 | 208.8 | 274 | $ 369.73 | 281 |
| | | TOTAL PROF | 591 | 37.8 | 15.6 | 276 | $ 292.94 | 160 |
| 202 DODGE CENTER | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 339 | 16.5 | 20.5 | 284 | $ 298.57 | 80 |
| | | SECONDARY | 382 | 20.3 | 18.8 | 228 | $ 289.11 | 170 |
| | | ADMINSTR. | 766 | 3.0 | 255.3 | 171 | $ 391.79 | 203 |
| | | TOTAL PROF | 766 | 43.7 | 17.5 | 120 | $ 304.02 | 102 |
| 599 FERTILE - BELTRAMI | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 309 | 15.5 | 19.9 | 298 | $ 277.18 | 169 |
| | | SECONDARY | 390 | 19.7 | 19.8 | 172 | $ 285.74 | 186 |
| | | ADMINSTR. | 747 | 3.0 | 249.0 | 182 | $ 385.71 | 226 |
| | | TOTAL PROF | 747 | 45.2 | 16.5 | 200 | $ 288.44 | 191 |
| 150 HAWLEY | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 315 | 12.0 | 26.3 | 53 | $ 296.50 | 88 |
| | | SECONDARY | 367 | 19.2 | 19.1 | 210 | $ 318.50 | 72 |
| | | ADMINSTR. | 722 | 3.4 | 212.4 | 262 | $ 420.31 | 122 |
| | | TOTAL PROF | 722 | 40.1 | 18.0 | 94 | $ 313.66 | 82 |
| 265 HOFFMAN | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 104 | 7.0 | 14.9 | 423 | $ 244.25 | 366 |
| | | SECONDARY | 204 | 10.3 | 19.9 | 167 | $ 240.97 | 393 |
| | | ADMINSTR. | 323 | 3.0 | 107.7 | 421 | $ 338.00 | 375 |
| | | TOTAL PROF | 323 | 25.8 | 12.5 | 415 | $ 259.21 | 360 |
| 294 HOUSTON | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 333 | 13.0 | 25.6 | 69 | $ 279.37 | 160 |
| | | SECONDARY | 332 | 17.4 | 19.1 | 208 | $ 289.43 | 168 |
| | | ADMINSTR. | 712 | 2.3 | 305.6 | 65 | $ 389.93 | 210 |
| | | TOTAL PROF | 712 | 38.8 | 18.4 | 75 | $ 290.46 | 175 |
| 473 ISLE | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 215 | 12.5 | 17.2 | 384 | $ 269.81 | 212 |
| | | SECONDARY | 311 | 13.9 | 22.4 | 53 | $ 288.21 | 176 |
| | | ADMINSTR. | 563 | 4.0 | 140.8 | 380 | $ 430.43 | 82 |
| | | TOTAL PROF | 563 | 36.6 | 15.4 | 292 | $ 295.34 | 146 |
| 353 KARLSTAD | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 222 | 10.2 | 21.7 | 237 | $ 253.40 | 320 |
| | | SECONDARY | 220 | 12.9 | 17.0 | 319 | $ 242.97 | 384 |
| | | ADMINSTR. | 491 | 2.8 | 176.0 | 328 | $ 356.70 | 321 |
| | | TOTAL PROF | 491 | 31.0 | 15.8 | 258 | $ 257.12 | 372 |
| 024 LAKE PARK | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 236 | 13.0 | 18.2 | 358 | $ 269.69 | 213 |
| | | SECONDARY | 278 | 14.3 | 19.5 | 191 | $ 257.06 | 328 |
| | | ADMINSTR. | 538 | 2.0 | 265.0 | 152 | $ 386.57 | 222 |
| | | TOTAL PROF | 538 | 35.0 | 15.4 | 294 | $ 270.45 | 296 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 809 MAZEPPA | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 204 | 9.5 | 21.5 | 249 | $ 256.18 | 308 |
| | | SECONDARY | 212 | 12.0 | 17.7 | 292 | $ 282.06 | 204 |
| | | ADMINSTR. | 442 | 3.0 | 147.3 | 370 | $ 353.85 | 330 |
| | | TOTAL PROF | 442 | 31.9 | 13.9 | 373 | $ 273.14 | 276 |
| 657 MORRISTOWN | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 153 | 6.0 | 25.5 | 72 | $ 238.01 | 388 |
| | | SECONDARY | 192 | 8.8 | 21.9 | 71 | $ 258.62 | 315 |
| | | ADMINSTR. | 369 | 3.0 | 123.0 | 403 | $ 323.24 | 400 |
| | | TOTAL PROF | 369 | 21.4 | 17.3 | 142 | $ 264.28 | 336 |
| 483 MOTLEY | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 200 | 8.0 | 25.0 | 94 | $ 239.57 | 381 |
| | | SECONDARY | 264 | 14.3 | 18.5 | 246 | $ 252.03 | 356 |
| | | ADMINSTR. | 491 | 3.0 | 163.7 | 344 | $ 299.42 | 427 |
| | | TOTAL PROF | 491 | 30.6 | 16.0 | 239 | $ 251.95 | 392 |
| 627 OKLEE | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 182 | 11.1 | 16.4 | 402 | $ 299.59 | 79 |
| | | SECONDARY | 266 | 13.8 | 19.3 | 195 | $ 276.85 | 234 |
| | | ADMINSTR. | 491 | 2.4 | 204.6 | 277 | $ 389.61 | 211 |
| | | TOTAL PROF | 491 | 30.1 | 16.3 | 214 | $ 299.08 | 126 |
| 213 OSAKIS | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 281 | 14.0 | 20.1 | 295 | $ 287.37 | 118 |
| | | SECONDARY | 422 | 19.9 | 21.2 | 101 | $ 301.67 | 114 |
| | | ADMINSTR. | 762 | 4.0 | 190.5 | 294 | $ 387.93 | 218 |
| | | TOTAL PROF | 762 | 42.4 | 18.0 | 96 | $ 309.97 | 90 |
| 442 OSLO | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 170 | 8.3 | 20.4 | 287 | $ 285.48 | 127 |
| | | SECONDARY | 252 | 13.3 | 19.0 | 217 | $ 268.77 | 273 |
| | | ADMINSTR. | 444 | 2.8 | 156.3 | 357 | $ 331.12 | 385 |
| | | TOTAL PROF | 444 | 28.6 | 15.5 | 285 | $ 279.60 | 242 |
| 630 RED LAKE FALLS | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 267 | 11.0 | 24.3 | 121 | $ 257.78 | 294 |
| | | SECONDARY | 413 | 21.8 | 19.0 | 220 | $ 235.32 | 403 |
| | | ADMINSTR. | 746 | 3.2 | 233.1 | 211 | $ 359.23 | 313 |
| | | TOTAL PROF | 746 | 44.6 | 16.7 | 181 | $ 252.87 | 390 |
| 485 ROYALTON | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 314 | 11.0 | 28.5 | 24 | $ 211.24 | 427 |
| | | SECONDARY | 360 | 18.2 | 19.8 | 175 | $ 223.18 | 419 |
| | | ADMINSTR. | 728 | 3.0 | 239.5 | 203 | $ 379.70 | 249 |
| | | TOTAL PROF | 728 | 38.6 | 18.8 | 53 | $ 234.40 | 421 |
| 234 RUSHFORD | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 275 | 15.0 | 18.3 | 354 | $ 238.47 | 386 |
| | | SECONDARY | 389 | 16.1 | 24.1 | 14 | $ 222.56 | 421 |
| | | ADMINSTR. | 700 | 3.2 | 220.8 | 234 | $ 330.26 | 387 |
| | | TOTAL PROF | 700 | 41.6 | 16.8 | 173 | $ 241.19 | 413 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 576 SANDSTONE | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 298 | 13.0 | 22.9 | 186 | $ 271.69 | 200 |
| | | SECONDARY | 332 | 16.0 | 20.7 | 128 | $ 302.95 | 107 |
| | | ADMINSTR. | 672 | 2.5 | 268.8 | 146 | $ 431.85 | 79 |
| | | TOTAL PROF | 672 | 43.2 | 15.5 | 281 | $ 297.37 | 135 |
| 425 SILVER LAKE* | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 114 | 7.0 | 16.3 | 405 | $ 264.33 | 256 |
| | | SECONDARY | 282 | 15.6 | 18.1 | 263 | $ 273.98 | 245 |
| | | ADMINSTR. | 436 | 2.0 | 213.7 | 256 | $ 367.87 | 288 |
| | | TOTAL PROF | 436 | 29.7 | 14.7 | 334 | $ 284.05 | 208 |
| 577 WILLOW RIVER | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 243 | 11.0 | 22.1 | 214 | $ 250.07 | 339 |
| | | SECONDARY | 294 | 13.9 | 21.2 | 100 | $ 250.96 | 358 |
| | | ADMINSTR. | 567 | 3.2 | 178.9 | 318 | $ 384.69 | 231 |
| | | TOTAL PROF | 567 | 33.0 | 17.2 | 151 | $ 267.31 | 315 |
| 100 WRENSHALL | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 164 | 7.5 | 21.9 | 225 | $ 306.67 | 63 |
| | | SECONDARY | 189 | 13.4 | 14.1 | 409 | $ 303.64 | 104 |
| | | ADMINSTR. | 375 | 0 | 0 | 436 | $ 0 | 436 |
| | | TOTAL PROF | 375 | 25.0 | 15.0 | 310 | $ 298.37 | 129 |
| 236 WYKOFF | 2 3 2 3 | | | | | | | |
| | | ELEMENTARY | 159 | 8.0 | 19.9 | 301 | $ 284.53 | 132 |
| | | SECONDARY | 212 | 12.3 | 17.2 | 309 | $ 257.74 | 321 |
| | | ADMINSTR. | 392 | 2.0 | 196.0 | 290 | $ 410.80 | 148 |
| | | TOTAL PROF | 392 | 26.4 | 14.8 | 320 | $ 283.43 | 212 |
| AVERAGE FOR | 2 3 2 3 | (24 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 236 | 11.0 | 21.4 | | $ 269.55 | |
| | | SECONDARY | 303 | 15.6 | 19.4 | | $ 270.14 | |
| | | ADMINSTR. | 577 | 2.8 | 193.9 | | $ 357.53 | |
| | | TOTAL PROF | 577 | 35.4 | 16.2 | | $ 279.06 | |
| 464 GROVE CITY | 2 3 2 4 | | | | | | | |
| | | ELEMENTARY | 174 | 9.0 | 19.3 | 325 | $ 229.65 | 410 |
| | | SECONDARY | 229 | 13.8 | 16.6 | 337 | $ 252.93 | 351 |
| | | ADMINSTR. | 425 | 1.9 | 228.5 | 222 | $ 385.21 | 228 |
| | | TOTAL PROF | 425 | 26.5 | 16.0 | 242 | $ 256.53 | 375 |
| 403 IVANHOE | 2 3 2 4 | | | | | | | |
| | | ELEMENTARY | 225 | 15.0 | 15.0 | 421 | $ 251.89 | 330 |
| | | SECONDARY | 231 | 17.0 | 13.6 | 421 | $ 242.36 | 389 |
| | | ADMINSTR. | 478 | 3.0 | 154.3 | 352 | $ 326.82 | 393 |
| | | TOTAL PROF | 478 | 39.4 | 12.1 | 420 | $ 251.19 | 394 |
| 097 MOOSE LAKE | 2 3 2 4 | | | | | | | |
| | | ELEMENTARY | 321 | 16.3 | 19.7 | 308 | $ 263.26 | 263 |
| | | SECONDARY | 420 | 21.2 | 19.8 | 170 | $ 288.54 | 173 |
| | | ADMINSTR. | 794 | 3.3 | 238.4 | 206 | $ 398.55 | 182 |
| | | TOTAL PROF | 794 | 48.2 | 16.5 | 207 | $ 280.16 | 236 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 233 PRESTON - FOUNTAIN | 2 3 2 4 | | | | | | | |
| | | ELEMENTARY | 283 | 12.0 | 23.6 | 158 | $ 294.92 | 93 |
| | | SECONDARY | 347 | 17.0 | 20.4 | 141 | $ 301.53 | 116 |
| | | ADMINSTR. | 673 | 4.3 | 155.4 | 360 | $ 402.94 | 170 |
| | | TOTAL PROF | 673 | 40.0 | 16.8 | 176 | $ 313.90 | 81 |
| AVERAGE FOR | 2 3 2 4 | ( 4 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 250 | 13.1 | 19.4 | | $ 259.93 | |
| | | SECONDARY | 306 | 17.2 | 17.6 | | $ 271.34 | |
| | | ADMINSTR. | 592 | 3.1 | 195.4 | | $ 378.38 | |
| | | TOTAL PROF | 592 | 38.5 | 15.4 | | $ 275.45 | |
| 229 LANESBORO | 2 3 2 5 | | | | | | | |
| | | ELEMENTARY | 201 | 10.5 | 19.1 | 332 | $ 279.85 | 156 |
| | | SECONDARY | 223 | 16.0 | 13.9 | 416 | $ 257.41 | 325 |
| | | ADMINSTR. | 457 | 3.2 | 144.2 | 376 | $ 432.01 | 78 |
| | | TOTAL PROF | 457 | 36.0 | 12.7 | 413 | $ 285.88 | 198 |
| 614 STARBUCK | 2 3 2 5 | | | | | | | |
| | | ELEMENTARY | 212 | 10.9 | 19.4 | 323 | $ 288.35 | 113 |
| | | SECONDARY | 291 | 13.5 | 21.5 | 84 | $ 308.39 | 86 |
| | | ADMINSTR. | 540 | 3.0 | 180.0 | 313 | $ 373.48 | 270 |
| | | TOTAL PROF | 540 | 34.0 | 15.9 | 257 | $ 302.98 | 111 |
| 526 TWIN VALLEY * | 2 3 2 5 | | | | | | | |
| | | ELEMENTARY | 175 | 9.6 | 18.3 | 356 | $ 252.36 | 323 |
| | | SECONDARY | 221 | 14.4 | 15.3 | 380 | $ 287.51 | 180 |
| | | ADMINSTR. | 432 | 2.6 | 166.2 | 339 | $ 359.66 | 309 |
| | | TOTAL PROF | 432 | 31.0 | 13.9 | 368 | $ 281.26 | 229 |
| AVERAGE FOR | 2 3 2 5 | ( 3 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 196 | 10.3 | 18.9 | | $ 273.52 | |
| | | SECONDARY | 245 | 14.7 | 16.9 | | $ 284.44 | |
| | | ADMINSTR. | 476 | 2.9 | 163.4 | | $ 388.38 | |
| | | TOTAL PROF | 476 | 33.7 | 14.2 | | $ 290.04 | |
| 726 BECKER | 2 3 3 1 | | | | | | | |
| | | ELEMENTARY | 330 | 14.0 | 23.6 | 159 | $ 267.27 | 232 |
| | | SECONDARY | 277 | 16.8 | 16.5 | 342 | $ 270.34 | 261 |
| | | ADMINSTR. | 656 | 3.0 | 218.7 | 244 | $ 405.68 | 161 |
| | | TOTAL PROF | 656 | 41.7 | 15.7 | 267 | $ 277.77 | 254 |
| AVERAGE FOR | 2 3 3 1 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 330 | 14.0 | 23.6 | | $ 267.27 | |
| | | SECONDARY | 277 | 16.8 | 16.5 | | $ 270.34 | |
| | | ADMINSTR. | 656 | 3.0 | 218.7 | | $ 405.68 | |
| | | TOTAL PROF | 656 | 41.7 | 15.7 | | $ 277.77 | |
| 646 BIRD ISLAND | 2 3 3 2 | | | | | | | |
| | | ELEMENTARY | 229 | 15.0 | 15.3 | 418 | $ 273.85 | 187 |
| | | SECONDARY | 430 | 25.9 | 16.6 | 338 | $ 264.64 | 292 |
| | | ADMINSTR. | 699 | 4.0 | 174.8 | 331 | $ 366.31 | 295 |
| | | TOTAL PROF | 699 | 51.3 | 13.6 | 381 | $ 280.53 | 234 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| AVERAGE FOR | 2 3 3 2 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 229 | 15.0 | 15.3 | | $ 273.85 | |
| | | SECONDARY | 430 | 25.9 | 16.6 | | $ 264.64 | |
| | | ADMINSTR. | 699 | 4.0 | 174.8 | | $ 366.31 | |
| | | TOTAL PROF | 699 | 51.3 | 13.6 | | $ 280.53 | |
| 341 ATWATER | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 293 | 12.9 | 22.8 | 188 | $ 264.99 | 249 |
| | | SECONDARY | 357 | 15.8 | 22.6 | 50 | $ 297.84 | 127 |
| | | ADMINSTR. | 695 | 2.3 | 303.5 | 71 | $ 363.54 | 300 |
| | | TOTAL PROF | 695 | 42.0 | 16.6 | 196 | $ 288.60 | 188 |
| 513 BREWSTER | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 152 | 7.8 | 19.4 | 319 | $ 265.23 | 246 |
| | | SECONDARY | 182 | 10.1 | 17.9 | 274 | $ 281.83 | 206 |
| | | ADMINSTR. | 352 | 2.2 | 163.0 | 345 | $ 402.62 | 171 |
| | | TOTAL PROF | 352 | 24.5 | 14.4 | 346 | $ 286.57 | 195 |
| 217 BRICELYN | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 120 | 6.5 | 18.5 | 350 | $ 245.27 | 362 |
| | | SECONDARY | 168 | 9.6 | 17.5 | 300 | $ 237.25 | 399 |
| | | ADMINSTR. | 305 | 1.8 | 166.7 | 337 | $ 317.98 | 407 |
| | | TOTAL PROF | 305 | 19.5 | 15.7 | 272 | $ 249.85 | 398 |
| 421 BROWNTON | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 182 | 9.0 | 20.2 | 290 | $ 208.41 | 428 |
| | | SECONDARY | 168 | 10.5 | 16.1 | 358 | $ 217.81 | 425 |
| | | ADMINSTR. | 376 | 3.5 | 107.4 | 423 | $ 317.73 | 409 |
| | | TOTAL PROF | 376 | 25.8 | 14.6 | 339 | $ 228.97 | 429 |
| 126 CLARA CITY | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 254 | 13.5 | 18.8 | 340 | $ 247.14 | 354 |
| | | SECONDARY | 347 | 17.6 | 19.7 | 180 | $ 224.46 | 416 |
| | | ADMINSTR. | 642 | 4.0 | 160.5 | 351 | $ 336.48 | 378 |
| | | TOTAL PROF | 642 | 41.6 | 15.4 | 291 | $ 249.36 | 401 |
| 201 CLAREMONT | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 148 | 5.3 | 27.8 | 28 | $ 269.21 | 217 |
| | | SECONDARY | 153 | 10.9 | 14.0 | 414 | $ 222.22 | 422 |
| | | ADMINSTR. | 324 | 2.7 | 121.3 | 406 | $ 317.56 | 411 |
| | | TOTAL PROF | 324 | 23.0 | 14.1 | 362 | $ 249.46 | 400 |
| 892 CLARKFIELD | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 257 | 11.0 | 23.4 | 168 | $ 268.24 | 227 |
| | | SECONDARY | 316 | 16.7 | 18.9 | 223 | $ 298.61 | 124 |
| | | ADMINSTR. | 610 | 3.0 | 203.3 | 281 | $ 330.14 | 388 |
| | | TOTAL PROF | 610 | 35.0 | 17.4 | 128 | $ 290.44 | 176 |
| 161 CLEARBROOK | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 193 | 9.9 | 19.4 | 321 | $ 294.92 | 92 |
| | | SECONDARY | 269 | 14.8 | 18.2 | 258 | $ 309.80 | 84 |
| | | ADMINSTR. | 484 | 2.7 | 181.3 | 308 | $ 360.00 | 308 |
| | | TOTAL PROF | 484 | 34.8 | 13.9 | 371 | $ 302.76 | 112 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 391 CLEVELAND | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 216 | 11.0 | 19.6 | 310 | $ 256.61 | 304 |
| | | SECONDARY | 257 | 15.4 | 16.7 | 336 | $ 258.07 | 318 |
| | | ADMINSTR. | 512 | 3.0 | 170.7 | 333 | $ 291.44 | 430 |
| | | TOTAL PROF | 512 | 34.0 | 15.1 | 307 | $ 259.69 | 354 |
| 648 DANUBE | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 189 | 13.0 | 14.5 | 427 | $ 281.71 | 142 |
| | | SECONDARY | 260 | 13.7 | 19.0 | 215 | $ 277.65 | 227 |
| | | ADMINSTR. | 477 | 4.0 | 119.3 | 408 | $ 370.95 | 277 |
| | | TOTAL PROF | 477 | 37.0 | 12.9 | 409 | $ 287.13 | 194 |
| 244 FREEBORN | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 150 | 7.0 | 21.4 | 252 | $ 266.88 | 237 |
| | | SECONDARY | 156 | 10.3 | 15.1 | 387 | $ 237.97 | 397 |
| | | ADMINSTR. | 329 | 2.5 | 131.6 | 392 | $ 348.45 | 346 |
| | | TOTAL PROF | 329 | 21.4 | 15.4 | 295 | $ 260.05 | 352 |
| 078 GARDEN CITY | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 273 | 12.0 | 22.8 | 189 | $ 203.65 | 434 |
| | | SECONDARY | 313 | 19.1 | 16.4 | 346 | $ 225.61 | 413 |
| | | ADMINSTR. | 634 | 3.0 | 211.3 | 265 | $ 353.02 | 332 |
| | | TOTAL PROF | 634 | 42.8 | 14.8 | 321 | $ 227.09 | 431 |
| 253 GOODHUE | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 299 | 14.5 | 20.6 | 282 | $ 264.36 | 254 |
| | | SECONDARY | 379 | 21.1 | 18.0 | 272 | $ 265.36 | 289 |
| | | ADMINSTR. | 720 | 3.0 | 240.0 | 201 | $ 391.30 | 206 |
| | | TOTAL PROF | 720 | 45.1 | 16.0 | 247 | $ 279.85 | 237 |
| 923 HERON LAKE | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 185 | 9.1 | 20.3 | 288 | $ 254.56 | 313 |
| | | SECONDARY | 203 | 12.0 | 16.9 | 326 | $ 247.23 | 373 |
| | | ADMINSTR. | 416 | 2.5 | 166.4 | 338 | $ 323.54 | 398 |
| | | TOTAL PROF | 416 | 24.2 | 17.2 | 147 | $ 260.44 | 351 |
| 499 LE ROY - OSTRANDER | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 239 | 12.0 | 19.9 | 299 | $ 258.41 | 292 |
| | | SECONDARY | 322 | 16.7 | 19.3 | 200 | $ 257.34 | 326 |
| | | ADMINSTR. | 587 | 3.2 | 183.4 | 306 | $ 343.44 | 359 |
| | | TOTAL PROF | 587 | 37.4 | 15.7 | 271 | $ 263.65 | 340 |
| 497 LYLE | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 145 | 7.0 | 20.7 | 280 | $ 251.98 | 328 |
| | | SECONDARY | 184 | 13.2 | 13.9 | 418 | $ 224.10 | 417 |
| | | ADMINSTR. | 347 | 1.3 | 260.9 | 160 | $ 368.09 | 287 |
| | | TOTAL PROF | 347 | 24.5 | 14.1 | 357 | $ 249.35 | 402 |
| 636 MORGAN | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 127 | 6.5 | 19.5 | 315 | $ 238.93 | 384 |
| | | SECONDARY | 276 | 15.1 | 18.3 | 254 | $ 237.23 | 400 |
| | | ADMINSTR. | 438 | 2.8 | 154.8 | 362 | $ 320.15 | 404 |
| | | TOTAL PROF | 438 | 29.0 | 15.1 | 303 | $ 249.98 | 397 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 441 NEWFOLDEN * | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 252 | 15.0 | 16.8 | 396 | $ 261.98 | 269 |
| | | SECONDARY | 285 | 17.4 | 16.4 | 349 | $ 258.23 | 317 |
| | | ADMINSTR. | 582 | 5.3 | 109.2 | 417 | $ 359.37 | 312 |
| | | TOTAL PROF | 582 | 47.1 | 12.4 | 417 | $ 277.04 | 260 |
| 116 PILLAGER | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 196 | 9.4 | 20.9 | 275 | $ 236.48 | 393 |
| | | SECONDARY | 236 | 14.8 | 16.0 | 363 | $ 239.06 | 396 |
| | | ADMINSTR. | 460 | 1.9 | 243.4 | 197 | $ 420.86 | 119 |
| | | TOTAL PROF | 460 | 29.5 | 15.6 | 279 | $ 250.61 | 396 |
| 195 RANDOLPH | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 215 | 9.0 | 23.9 | 143 | $ 264.04 | 257 |
| | | SECONDARY | 289 | 14.4 | 20.0 | 160 | $ 261.36 | 305 |
| | | ADMINSTR. | 536 | 3.0 | 178.7 | 319 | $ 301.37 | 424 |
| | | TOTAL PROF | 536 | 32.4 | 16.5 | 198 | $ 263.70 | 339 |
| 118 REMER | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 327 | 13.0 | 25.2 | 85 | $ 244.19 | 367 |
| | | SECONDARY | 380 | 21.2 | 17.9 | 275 | $ 255.41 | 334 |
| | | ADMINSTR. | 744 | 3.0 | 248.0 | 183 | $ 374.08 | 264 |
| | | TOTAL PROF | 744 | 45.0 | 16.5 | 197 | $ 254.35 | 383 |
| 708 TOWER - SOUDAN | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 262 | 11.7 | 22.5 | 199 | $ 334.22 | 22 |
| | | SECONDARY | 297 | 15.6 | 19.0 | 216 | $ 320.53 | 71 |
| | | ADMINSTR. | 594 | 3.3 | 178.4 | 320 | $ 500.11 | 27 |
| | | TOTAL PROF | 594 | 35.0 | 17.0 | 163 | $ 331.72 | 53 |
| 913 WALDORF - PEMBERTON | 2 3 3 3 | | | | | | | |
| | | ELEMENTARY | 243 | 11.0 | 22.1 | 215 | $ 296.87 | 85 |
| | | SECONDARY | 298 | 16.0 | 18.6 | 237 | $ 268.48 | 275 |
| | | ADMINSTR. | 588 | 2.9 | 205.6 | 275 | $ 367.70 | 289 |
| | | TOTAL PROF | 588 | 36.4 | 16.1 | 227 | $ 289.03 | 185 |
| AVERAGE FOR | 2 3 3 3 | (23 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 213 | 10.3 | 20.9 | | $ 259.93 | |
| | | SECONDARY | 265 | 14.9 | 17.7 | | $ 257.54 | |
| | | ADMINSTR. | 510 | 2.9 | 183.0 | | $ 355.65 | |
| | | TOTAL PROF | 510 | 33.4 | 15.3 | | $ 267.38 | |
| 079 AMBOY - GOOD THUNDER | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 186 | 12.0 | 15.5 | 416 | $ 233.11 | 406 |
| | | SECONDARY | 278 | 15.6 | 17.8 | 283 | $ 220.14 | 423 |
| | | ADMINSTR. | 490 | 2.2 | 225.8 | 225 | $ 355.44 | 328 |
| | | TOTAL PROF | 490 | 34.9 | 14.0 | 363 | $ 234.90 | 420 |
| 852 CAMPBELL - TINTAH | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 179 | 10.1 | 17.7 | 370 | $ 290.91 | 100 |
| | | SECONDARY | 240 | 13.2 | 18.1 | 259 | $ 283.93 | 197 |
| | | ADMINSTR. | 435 | 2.9 | 152.1 | 366 | $ 403.80 | 167 |
| | | TOTAL PROF | 435 | 31.9 | 13.6 | 384 | $ 303.10 | 109 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 058 CLINTON | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 126 | 7.1 | 17.6 | 371 | $ 291.52 | 98 |
| | | SECONDARY | 167 | 10.5 | 15.9 | 367 | $ 249.97 | 364 |
| | | ADMINSTR. | 310 | 1.9 | 161.5 | 348 | $ 423.60 | 114 |
| | | TOTAL PROF | 310 | 21.0 | 14.7 | 330 | $ 281.74 | 226 |
| 412 COTTONWOOD | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 219 | 11.0 | 19.9 | 300 | $ 273.68 | 189 |
| | | SECONDARY | 261 | 13.8 | 18.9 | 222 | $ 246.10 | 285 |
| | | ADMINSTR. | 512 | 2.4 | 213.3 | 259 | $ 428.39 | 90 |
| | | TOTAL PROF | 512 | 31.0 | 16.5 | 199 | $ 279.24 | 245 |
| 762 ELLENDALE - GENEVA * | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 269 | 12.0 | 22.4 | 201 | $ 264.51 | 251 |
| | | SECONDARY | 323 | 18.3 | 17.6 | 294 | $ 268.94 | 271 |
| | | ADMINSTR. | 628 | 3.0 | 209.3 | 272 | $ 347.42 | 290 |
| | | TOTAL PROF | 628 | 39.1 | 16.1 | 234 | $ 275.17 | 269 |
| 649 FAIRFAX | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 94 | 6.0 | 15.7 | 412 | $ 261.50 | 273 |
| | | SECONDARY | 272 | 17.1 | 15.9 | 366 | $ 234.65 | 404 |
| | | ADMINSTR. | 409 | 1.9 | 215.3 | 251 | $ 329.20 | 391 |
| | | TOTAL PROF | 409 | 30.0 | 13.6 | 383 | $ 241.22 | 412 |
| 600 FISHER | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 136 | 6.5 | 20.9 | 276 | $ 261.32 | 274 |
| | | SECONDARY | 189 | 8.3 | 22.6 | 48 | $ 293.03 | 148 |
| | | ADMINSTR. | 350 | 2.4 | 147.1 | 372 | $ 349.43 | 341 |
| | | TOTAL PROF | 350 | 21.0 | 16.6 | 193 | $ 285.41 | 199 |
| 698 FLOODWOOD | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 233 | 10.0 | 23.3 | 172 | $ [illegible].27 | 402 |
| | | SECONDARY | 276 | 9.6 | 28.8 | 2 | $ 301.79 | 113 |
| | | ADMINSTR. | 542 | 3.0 | 180.7 | 312 | $ 319.17 | 406 |
| | | TOTAL PROF | 542 | 27.1 | 20.0 | 12 | $ 268.73 | 305 |
| 228 HARMONY | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 264 | 12.0 | 22.0 | 219 | $ 240.87 | 376 |
| | | SECONDARY | 341 | 16.9 | 20.2 | 154 | $ 224.06 | 418 |
| | | ADMINSTR. | 640 | 4.5 | 142.9 | 378 | $ 356.99 | 320 |
| | | TOTAL PROF | 640 | 39.8 | 16.1 | 235 | $ 250.77 | 395 |
| 651 HECTOR | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 270 | 12.0 | 22.5 | 196 | $ 258.65 | 291 |
| | | SECONDARY | 323 | 16.9 | 19.1 | 206 | $ 281.72 | 207 |
| | | ADMINSTR. | 632 | 3.0 | 210.7 | 268 | $ 393.38 | 195 |
| | | TOTAL PROF | 632 | 39.7 | 15.9 | 251 | $ 287.57 | 193 |
| 264 HERMAN | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 181 | 11.6 | 15.6 | 415 | $ 284.75 | 130 |
| | | SECONDARY | 242 | 14.4 | 16.8 | 329 | $ 283.55 | 198 |
| | | ADMINSTR. | 448 | 2.5 | 179.2 | 315 | $ 382.14 | 240 |
| | | TOTAL PROF | 448 | 32.6 | 13.7 | 375 | $ 295.54 | 145 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 671 HILLS - BEAVER CREEK | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 232 | 11.0 | 21.1 | 266 | $ 233.92 | 403 |
| | | SECONDARY | 297 | 16.6 | 17.9 | 280 | $ 253.76 | 347 |
| | | ADMINSTR. | 563 | 3.0 | 187.7 | 298 | $ 337.15 | 376 |
| | | TOTAL PROF | 563 | 34.6 | 16.3 | 216 | $ 253.03 | 389 |
| 633 LAMBERTON | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 219 | 10.0 | 21.9 | 224 | $ 277.76 | 167 |
| | | SECONDARY | 243 | 17.0 | 14.3 | 403 | $ 264.19 | 294 |
| | | ADMINSTR. | 494 | 2.0 | 247.0 | 184 | $ 370.00 | 280 |
| | | TOTAL PROF | 494 | 34.0 | 14.5 | 340 | $ 276.62 | 264 |
| 652 MORTON | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 125 | 6.0 | 20.8 | 278 | $ 250.90 | 336 |
| | | SECONDARY | 196 | 11.7 | 16.7 | 334 | $ 255.06 | 337 |
| | | ADMINSTR. | 333 | 1.3 | 258.1 | 165 | $ 380.30 | 247 |
| | | TOTAL PROF | 333 | 22.0 | 15.1 | 300 | $ 255.73 | 380 |
| 173 MOUNTAIN LAKE | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 282 | 13.0 | 21.7 | 238 | $ 296.57 | 86 |
| | | SECONDARY | 451 | 29.6 | 15.2 | 383 | $ 279.82 | 217 |
| | | ADMINSTR. | 766 | 3.4 | 225.3 | 228 | $ 402.35 | 172 |
| | | TOTAL PROF | 766 | 55.0 | 13.9 | 369 | $ 292.32 | 164 |
| 654 RENVILLE | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 222 | 13.0 | 17.1 | 387 | $ 276.31 | 172 |
| | | SECONDARY | 268 | 15.7 | 17.0 | 321 | $ 295.14 | 140 |
| | | ADMINSTR. | 527 | 3.0 | 175.7 | 329 | $ 393.38 | 196 |
| | | TOTAL PROF | 527 | 36.1 | 14.6 | 338 | $ 294.21 | 151 |
| 655 SACRED HEART | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 148 | 8.5 | 17.4 | 378 | $ 275.16 | 180 |
| | | SECONDARY | 194 | 11.4 | 17.0 | 325 | $ 291.57 | 155 |
| | | ADMINSTR. | 362 | 2.5 | 144.8 | 374 | $ 391.11 | 207 |
| | | TOTAL PROF | 362 | 27.6 | 13.1 | 402 | $ 294.45 | 150 |
| 443 STEPHEN | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 220 | 13.0 | 16.9 | 393 | $ 265.03 | 247 |
| | | SECONDARY | 260 | 16.3 | 15.9 | 365 | $ 243.63 | 382 |
| | | ADMINSTR. | 503 | 3.0 | 167.7 | 335 | $ 361.11 | 307 |
| | | TOTAL PROF | 503 | 39.0 | 12.9 | 406 | $ 261.30 | 347 |
| 178 STORDEN - JEFFERS | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 207 | 12.0 | 17.3 | 383 | $ 253.44 | 319 |
| | | SECONDARY | 262 | 16.3 | 16.1 | 360 | $ 252.47 | 353 |
| | | ADMINSTR. | 494 | 3.0 | 164.7 | 341 | $ 339.44 | 369 |
| | | TOTAL PROF | 494 | 37.6 | 13.1 | 398 | $ 258.45 | 363 |
| 075 ST CLAIR | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 282 | 14.0 | 20.1 | 292 | $ 270.19 | 208 |
| | | SECONDARY | 290 | 18.0 | 16.1 | 353 | $ 281.66 | 208 |
| | | ADMINSTR. | 612 | 2.8 | 216.3 | 248 | $ 410.86 | 147 |
| | | TOTAL PROF | 612 | 41.0 | 14.9 | 316 | $ 287.62 | 192 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 258 WANAMINGO | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 194 | 10.0 | 19.4 | 320 | $ 260.41 | 283 |
| | | SECONDARY | 250 | 16.2 | 15.4 | 375 | $ 249.58 | 368 |
| | | ADMINSTR. | 475 | 3.0 | 158.3 | 355 | $ 371.21 | 276 |
| | | TOTAL PROF | 475 | 33.5 | 14.2 | 354 | $ 267.15 | 316 |
| 459 WELCOME | 2 3 3 4 | | | | | | | |
| | | ELEMENTARY | 156 | 9.7 | 16.0 | 410 | $ 267.11 | 235 |
| | | SECONDARY | 196 | 11.4 | 17.1 | 314 | $ 285.05 | 192 |
| | | ADMINSTR. | 376 | 2.0 | 188.0 | 297 | $ 354.13 | 329 |
| | | TOTAL PROF | 376 | 25.4 | 14.8 | 327 | $ 284.17 | 207 |
| AVERAGE FOR | 2 3 3 4 | (22 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 202 | 10.5 | 19.2 | | $ 264.63 | |
| | | SECONDARY | 264 | 15.2 | 17.8 | | $ 266.36 | |
| | | ADMINSTR. | 495 | 2.7 | 189.6 | | $ 373.64 | |
| | | TOTAL PROF | 495 | 33.4 | 14.9 | | $ 274.02 | |
| 521 ADA | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 282 | 12.0 | 23.5 | 161 | $ 316.08 | 44 |
| | | SECONDARY | 362 | 22.5 | 16.1 | 357 | $ 287.40 | 181 |
| | | ADMINSTR. | 689 | 3.0 | 229.7 | 220 | $ 377.76 | 256 |
| | | TOTAL PROF | 689 | 47.6 | 14.5 | 343 | $ 303.19 | 107 |
| 242 ALDEN | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 227 | 12.0 | 18.9 | 337 | $ 268.67 | 221 |
| | | SECONDARY | 271 | 15.4 | 17.6 | 296 | $ 224.91 | 415 |
| | | ADMINSTR. | 537 | 2.7 | 201.1 | 285 | $ 340.61 | 366 |
| | | TOTAL PROF | 537 | 34.0 | 15.8 | 264 | $ 252.44 | 391 |
| 437 ARGYLE | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 116 | 7.2 | 16.0 | 409 | $ 255.88 | 310 |
| | | SECONDARY | 183 | 11.9 | 15.4 | 377 | $ 258.86 | 313 |
| | | ADMINSTR. | 322 | 1.8 | 178.9 | 317 | $ 372.26 | 273 |
| | | TOTAL PROF | 322 | 24.0 | 13.4 | 389 | $ 266.09 | 325 |
| 411 BALATON | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 140 | 6.2 | 22.7 | 191 | $ 239.25 | 382 |
| | | SECONDARY | 190 | 13.5 | 14.0 | 411 | $ 254.54 | 340 |
| | | ADMINSTR. | 357 | 2.9 | 121.4 | 405 | $ 385.14 | 229 |
| | | TOTAL PROF | 357 | 26.2 | 13.6 | 382 | $ 260.77 | 350 |
| 647 BUFFALO LAKE | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 153 | 7.0 | 21.9 | 227 | $ 236.47 | 394 |
| | | SECONDARY | 219 | 14.3 | 15.3 | 379 | $ 268.34 | 276 |
| | | ADMINSTR. | 395 | 3.0 | 131.7 | 391 | $ 357.46 | 319 |
| | | TOTAL PROF | 395 | 30.0 | 13.2 | 397 | $ 267.53 | 312 |
| 836 BUTTERFIELD | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 134 | 9.2 | 14.6 | 426 | $ 224.00 | 417 |
| | | SECONDARY | 199 | 13.0 | 15.2 | 382 | $ 246.48 | 375 |
| | | ADMINSTR. | 352 | 1.7 | 210.8 | 267 | $ 338.92 | 370 |
| | | TOTAL PROF | 352 | 27.4 | 12.8 | 411 | $ 247.72 | 404 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 918 CHANDLER - LAKE WILSON | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 187 | 10.0 | 18.7 | 346 | $ 242.94 | 370 |
| | | SECONDARY | 245 | 16.6 | 14.7 | 396 | $ 247.39 | 372 |
| | | ADMINSTR. | 449 | 2.5 | 179.6 | 314 | $ 363.32 | 301 |
| | | TOTAL PROF | 449 | 31.5 | 14.2 | 349 | $ 256.00 | 378 |
| 771 CHOKIO - ALBERTA* | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 224 | 7.0 | 32.0 | 7 | $ 282.98 | 135 |
| | | SECONDARY | 292 | 21.2 | 13.8 | 420 | $ 265.45 | 288 |
| | | ADMINSTR. | 550 | 4.0 | 137.5 | 383 | $ 326.05 | 395 |
| | | TOTAL PROF | 550 | 41.2 | 13.3 | 392 | $ 275.46 | 267 |
| 081 COMFREY | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 101 | 7.0 | 14.4 | 428 | $ 246.33 | 355 |
| | | SECONDARY | 252 | 14.5 | 17.4 | 305 | $ 284.33 | 195 |
| | | ADMINSTR. | 378 | 2.0 | 189.0 | 296 | $ 397.73 | 184 |
| | | TOTAL PROF | 378 | 27.6 | 13.7 | 377 | $ 277.39 | 257 |
| 461 COSMOS | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 161 | 7.0 | 23.0 | 184 | $ 224.39 | 415 |
| | | SECONDARY | 241 | 15.9 | 15.2 | 386 | $ 269.10 | 266 |
| | | ADMINSTR. | 421 | 3.0 | 140.3 | 382 | $ 381.07 | 245 |
| | | TOTAL PROF | 421 | 28.6 | 14.7 | 333 | $ 272.98 | 278 |
| 581 EDGERTON | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 133 | 8.5 | 15.6 | 414 | $ 288.45 | 112 |
| | | SECONDARY | 168 | 13.7 | 12.3 | 429 | $ 252.37 | 355 |
| | | ADMINSTR. | 329 | 2.0 | 164.5 | 342 | $ 253.90 | 434 |
| | | TOTAL PROF | 329 | 28.6 | 11.5 | 428 | $ 260.82 | 349 |
| 263 ELBOW LAKE | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 286 | 12.0 | 23.8 | 146 | $ 301.82 | 74 |
| | | SECONDARY | 387 | 23.3 | 16.6 | 339 | $ 290.27 | 163 |
| | | ADMINSTR. | 709 | 3.0 | 236.3 | 208 | $ 411.03 | 146 |
| | | TOTAL PROF | 709 | 44.0 | 16.1 | 230 | $ 307.20 | 94 |
| 514 ELLSWORTH | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 158 | 6.7 | 23.5 | 164 | $ 257.01 | 299 |
| | | SECONDARY | 183 | 10.3 | 17.7 | 287 | $ 269.02 | 269 |
| | | ADMINSTR. | 361 | 2.7 | 133.2 | 386 | $ 340.54 | 368 |
| | | TOTAL PROF | 361 | 22.8 | 15.9 | 255 | $ 274.28 | 272 |
| 219 ELMORE | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 128 | 7.4 | 17.3 | 382 | $ 281.27 | 145 |
| | | SECONDARY | 179 | 12.6 | 14.3 | 404 | $ 252.46 | 354 |
| | | ADMINSTR. | 331 | 2.5 | 132.4 | 390 | $ 359.11 | 314 |
| | | TOTAL PROF | 331 | 25.2 | 13.1 | 399 | $ 273.16 | 275 |
| 733 GIBBON | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 147 | 7.0 | 21.0 | 269 | $ 282.64 | 137 |
| | | SECONDARY | 246 | 15.0 | 16.4 | 348 | $ 267.48 | 277 |
| | | ADMINSTR. | 419 | 2.9 | 146.5 | 373 | $ 331.39 | 384 |
| | | TOTAL PROF | 419 | 29.6 | 14.1 | 356 | $ 276.71 | 263 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 460 GRANADA - HUNTLEY | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 193 | 9.0 | 21.4 | 250 | $ 269.52 | 214 |
| | | SECONDARY | 256 | 16.1 | 15.9 | 364 | $ 266.33 | 282 |
| | | ADMINSTR. | 466 | 3.0 | 155.3 | 361 | $ 347.10 | 352 |
| | | TOTAL PROF | 466 | 31.6 | 14.8 | 328 | $ 276.28 | 265 |
| 495 GRAND MEADOW | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 228 | 12.0 | 19.0 | 335 | $ 260.76 | 279 |
| | | SECONDARY | 249 | 13.6 | 18.3 | 253 | $ 297.22 | 128 |
| | | ADMINSTR. | 497 | 3.0 | 165.1 | 340 | $ 344.36 | 356 |
| | | TOTAL PROF | 497 | 34.3 | 14.5 | 341 | $ 279.57 | 243 |
| 351 HALLOCK | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 185 | 9.3 | 19.8 | 305 | $ 271.71 | 199 |
| | | SECONDARY | 268 | 14.5 | 18.5 | 245 | $ 275.66 | 239 |
| | | ADMINSTR. | 484 | 2.7 | 181.3 | 309 | $ 378.52 | 251 |
| | | TOTAL PROF | 484 | 32.0 | 15.1 | 302 | $ 285.06 | 200 |
| 582 JASPER | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 199 | 9.5 | 20.9 | 274 | $ 287.69 | 116 |
| | | SECONDARY | 272 | 13.2 | 20.5 | 137 | $ 306.64 | 93 |
| | | ADMINSTR. | 492 | 2.0 | 246.0 | 190 | $ 397.73 | 185 |
| | | TOTAL PROF | 492 | 27.3 | 18.0 | 95 | $ 309.18 | 91 |
| 222 KIESTER - WALTERS | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 178 | 8.0 | 22.3 | 208 | $ 245.55 | 361 |
| | | SECONDARY | 246 | 14.3 | 17.2 | 312 | $ 253.77 | 346 |
| | | ADMINSTR. | 451 | 3.0 | 150.3 | 367 | $ 322.69 | 402 |
| | | TOTAL PROF | 451 | 29.8 | 15.1 | 301 | $ 257.12 | 371 |
| 325 LAKEFIELD | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 232 | 12.0 | 19.3 | 326 | $ 276.19 | 174 |
| | | SECONDARY | 380 | 23.0 | 16.5 | 341 | $ 284.36 | 194 |
| | | ADMINSTR. | 644 | 3.0 | 214.7 | 253 | $ 428.68 | 87 |
| | | TOTAL PROF | 644 | 47.2 | 13.7 | 379 | $ 304.25 | 101 |
| 070 LAKE CRYSTAL | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 297 | 13.0 | 22.8 | 187 | $ 273.75 | 188 |
| | | SECONDARY | 368 | 23.7 | 15.5 | 373 | $ 283.06 | 199 |
| | | ADMINSTR. | 711 | 4.0 | 177.8 | 322 | $ 304.83 | 420 |
| | | TOTAL PROF | 711 | 49.6 | 14.3 | 348 | $ 276.95 | 261 |
| 072 MAPLETON | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 278 | 13.0 | 21.4 | 255 | $ 274.18 | 185 |
| | | SECONDARY | 332 | 18.9 | 17.6 | 299 | $ 310.79 | 79 |
| | | ADMINSTR. | 645 | 3.0 | 215.0 | 252 | $ 374.81 | 262 |
| | | TOTAL PROF | 645 | 41.5 | 15.5 | 282 | $ 298.73 | 128 |
| 127 MAYNARD | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 176 | 9.0 | 19.6 | 314 | $ 238.33 | 387 |
| | | SECONDARY | 202 | 14.5 | 13.9 | 417 | $ 271.18 | 256 |
| | | ADMINSTR. | 403 | 2.5 | 161.2 | 349 | $ 349.89 | 339 |
| | | TOTAL PROF | 403 | 30.6 | 13.2 | 395 | $ 265.71 | 328 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 128 MILAN | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 135 | 7.5 | 18.0 | 363 | $ 250.00 | 340 |
| | | SECONDARY | 160 | 10.2 | 15.7 | 369 | $ 263.12 | 297 |
| | | ADMINSTR. | 315 | 3.0 | 105.0 | 426 | $ 343.65 | 358 |
| | | TOTAL PROF | 315 | 22.5 | 14.0 | 366 | $ 272.80 | 280 |
| 414 MINNEOTA | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 206 | 11.5 | 17.9 | 365 | $ 279.61 | 157 |
| | | SECONDARY | 409 | 23.3 | 17.6 | 298 | $ 273.26 | 247 |
| | | ADMINSTR. | 667 | 3.0 | 222.3 | 232 | $ 370.80 | 278 |
| | | TOTAL PROF | 667 | 45.7 | 14.6 | 337 | $ 282.85 | 217 |
| 223 MINNESOTA LAKE | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 163 | 8.5 | 19.2 | 330 | $ 251.07 | 333 |
| | | SECONDARY | 207 | 15.6 | 13.3 | 422 | $ 225.35 | 414 |
| | | ADMINSTR. | 399 | 3.0 | 133.0 | 387 | $ 361.92 | 305 |
| | | TOTAL PROF | 399 | 31.0 | 12.9 | 410 | $ 247.46 | 405 |
| 782 MURDOCK | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 132 | 7.5 | 17.7 | 369 | $ 256.21 | 306 |
| | | SECONDARY | 160 | 11.1 | 14.4 | 400 | $ 253.50 | 348 |
| | | ADMINSTR. | 312 | 2.0 | 153.7 | 364 | $ 338.41 | 374 |
| | | TOTAL PROF | 312 | 22.0 | 14.2 | 352 | $ 265.74 | 327 |
| 827 NEW RICHLAND-HARTLAND | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 317 | 13.0 | 24.4 | 116 | $ 290.69 | 101 |
| | | SECONDARY | 440 | 21.0 | 20.9 | 114 | $ 300.14 | 120 |
| | | ADMINSTR. | 792 | 3.0 | 264.0 | 156 | $ 388.51 | 215 |
| | | TOTAL PROF | 792 | 45.6 | 17.4 | 134 | $ 301.72 | 116 |
| 507 NICOLLET | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 165 | 9.0 | 18.3 | 355 | $ 252.08 | 326 |
| | | SECONDARY | 258 | 16.1 | 16.0 | 361 | $ 253.11 | 350 |
| | | ADMINSTR. | 451 | 4.3 | 104.9 | 427 | $ 344.66 | 355 |
| | | TOTAL PROF | 451 | 35.0 | 12.9 | 407 | $ 265.69 | 329 |
| 346 RAYMOND | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 162 | 7.0 | 23.1 | 179 | $ 280.56 | 151 |
| | | SECONDARY | 198 | 11.8 | 16.7 | 335 | $ 256.35 | 331 |
| | | ADMINSTR. | 383 | 3.0 | 127.7 | 398 | $ 356.34 | 322 |
| | | TOTAL PROF | 383 | 27.0 | 14.2 | 353 | $ 271.79 | 288 |
| 850 ROTHSAY | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 113 | 5.4 | 21.1 | 267 | $ 275.17 | 179 |
| | | SECONDARY | 199 | 8.9 | 22.3 | 56 | $ 255.24 | 335 |
| | | ADMINSTR. | 329 | 2.7 | 120.5 | 407 | $ 385.53 | 227 |
| | | TOTAL PROF | 329 | 21.0 | 15.7 | 273 | $ 270.83 | 293 |
| 584 RUTHTON | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 151 | 8.8 | 17.2 | 385 | $ 263.83 | 259 |
| | | SECONDARY | 183 | 12.4 | 14.8 | 394 | $ 247.86 | 370 |
| | | ADMINSTR. | 354 | 2.8 | 125.1 | 402 | $ 341.09 | 364 |
| | | TOTAL PROF | 354 | 27.6 | 12.8 | 412 | $ 259.27 | 358 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 456 SHERBURN | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 263 | 16.0 | 16.4 | 400 | $ 280.03 | 154 |
| | | SECONDARY | 376 | 20.1 | 18.7 | 233 | $ 262.39 | 300 |
| | | ADMINSTR. | 683 | 3.0 | 227.7 | 223 | $ 343.18 | 360 |
| | | TOTAL PROF | 683 | 45.6 | 15.0 | 313 | $ 278.40 | 251 |
| 426 STEWART | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 172 | 7.2 | 24.0 | 139 | $ 249.26 | 344 |
| | | SECONDARY | 175 | 12.3 | 14.2 | 406 | $ 261.15 | 306 |
| | | ADMINSTR. | 374 | 2.0 | 183.3 | 307 | $ 368.74 | 284 |
| | | TOTAL PROF | 374 | 26.5 | 14.1 | 359 | $ 266.55 | 319 |
| 457 TRIMONT | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 134 | 8.0 | 16.8 | 397 | $ 261.85 | 270 |
| | | SECONDARY | 183 | 13.2 | 13.9 | 419 | $ 299.49 | 121 |
| | | ADMINSTR. | 342 | 3.0 | 114.0 | 413 | $ 372.28 | 272 |
| | | TOTAL PROF | 342 | 26.0 | 13.1 | 400 | $ 297.81 | 131 |
| 458 TRUMAN | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 251 | 14.5 | 17.3 | 380 | $ 236.14 | 395 |
| | | SECONDARY | 346 | 17.9 | 19.3 | 196 | $ 254.51 | 341 |
| | | ADMINSTR. | 631 | 3.0 | 210.3 | 269 | $ 403.44 | 168 |
| | | TOTAL PROF | 631 | 39.4 | 16.0 | 244 | $ 257.76 | 367 |
| 914 ULEN - HITTERDAL | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 185 | 10.3 | 17.9 | 366 | $ 257.89 | 293 |
| | | SECONDARY | 245 | 16.9 | 14.5 | 399 | $ 257.73 | 322 |
| | | ADMINSTR. | 459 | 2.3 | 196.2 | 289 | $ 380.53 | 246 |
| | | TOTAL PROF | 459 | 34.0 | 13.5 | 386 | $ 266.10 | 324 |
| 641 WALNUT GROVE* | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 153 | 7.0 | 21.9 | 228 | $ 237.88 | 390 |
| | | SECONDARY | 250 | 15.5 | 16.1 | 355 | $ 211.77 | 430 |
| | | ADMINSTR. | 437 | 2.5 | 174.8 | 330 | $ 345.02 | 354 |
| | | TOTAL PROF | 437 | 27.0 | 16.2 | 225 | $ 233.93 | 423 |
| 205 WEST CONCORD | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 231 | 12.0 | 19.3 | 328 | $ 241.89 | 373 |
| | | SECONDARY | 293 | 17.0 | 17.2 | 310 | $ 250.08 | 363 |
| | | ADMINSTR. | 556 | 3.0 | 185.3 | 303 | $ 412.31 | 142 |
| | | TOTAL PROF | 556 | 37.5 | 14.8 | 324 | $ 264.56 | 335 |
| 225 WINNEBAGO | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 205 | 8.0 | 25.6 | 68 | $ 247.20 | 353 |
| | | SECONDARY | 280 | 15.9 | 17.6 | 293 | $ 230.23 | 409 |
| | | ADMINSTR. | 528 | 3.0 | 176.0 | 327 | $ 428.09 | 91 |
| | | TOTAL PROF | 528 | 33.1 | 15.9 | 250 | $ 254.05 | 386 |
| 735 WINTHROP | 2 3 3 5 | | | | | | | |
| | | ELEMENTARY | 261 | 12.0 | 21.8 | 236 | $ 251.91 | 329 |
| | | SECONDARY | 360 | 18.9 | 19.1 | 211 | $ 286.89 | 183 |
| | | ADMINSTR. | 674 | 4.0 | 168.5 | 334 | $ 373.96 | 265 |
| | | TOTAL PROF | 674 | 48.4 | 13.9 | 370 | $ 277.34 | 258 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| AVERAGE FOR | 2 3 3 5 | (42 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 189 | 9.4 | 20.3 | | $ 262.12 | |
| | | SECONDARY | 259 | 15.8 | 16.4 | | $ 264.99 | |
| | | ADMINSTR. | 478 | 2.8 | 171.2 | | $ 362.94 | |
| | | TOTAL PROF | 478 | 33.0 | 14.4 | | $ 272.84 | |
| 032 BLACKDUCK | 3 2 1 2 | | | | | | | |
| | | ELEMENTARY | 364 | 18.0 | 20.2 | 291 | $ 206.88 | 430 |
| | | SECONDARY | 502 | 24.5 | 20.5 | 138 | $ 237.45 | 398 |
| | | ADMINSTR. | 926 | 3.0 | 308.7 | 63 | $ 396.79 | 188 |
| | | TOTAL PROF | 926 | 56.9 | 16.3 | 215 | $ 234.25 | 422 |
| 038 RED LAKE | 3 2 1 2 | | | | | | | |
| | | ELEMENTARY | 380 | 15.1 | 25.2 | 83 | $ 266.43 | 238 |
| | | SECONDARY | 414 | 23.3 | 17.8 | 284 | $ 268.83 | 272 |
| | | ADMINSTR. | 870 | 5.4 | 161.1 | 350 | $ 326.30 | 394 |
| | | TOTAL PROF | 870 | 58.1 | 15.0 | 311 | $ 272.59 | 282 |
| AVERAGE FOR | 3 2 1 2 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 372 | 16.5 | 22.7 | | $ 236.65 | |
| | | SECONDARY | 458 | 23.9 | 19.2 | | $ 253.14 | |
| | | ADMINSTR. | 898 | 4.2 | 234.9 | | $ 361.54 | |
| | | TOTAL PROF | 898 | 57.5 | 15.6 | | $ 253.42 | |
| 553 NEW YORK MILLS | 3 2 1 3 | | | | | | | |
| | | ELEMENTARY | 360 | 16.0 | 22.5 | 197 | $ 296.50 | 87 |
| | | SECONDARY | 439 | 20.6 | 21.3 | 92 | $ 281.37 | 209 |
| | | ADMINSTR. | 847 | 3.3 | 257.4 | 168 | $ 378.29 | 252 |
| | | TOTAL PROF | 847 | 49.6 | 17.1 | 159 | $ 291.95 | 165 |
| 820 SEBEKA | 3 2 1 3 | | | | | | | |
| | | ELEMENTARY | 408 | 14.0 | 29.1 | 18 | $ 257.69 | 295 |
| | | SECONDARY | 477 | 19.9 | 24.0 | 19 | $ 290.38 | 161 |
| | | ADMINSTR. | 945 | 3.8 | 252.0 | 177 | $ 356.11 | 325 |
| | | TOTAL PROF | 945 | 49.0 | 19.3 | 30 | $ 278.25 | 252 |
| AVERAGE FOR | 3 2 1 3 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 384 | 15.0 | 25.8 | | $ 277.10 | |
| | | SECONDARY | 458 | 20.2 | 22.7 | | $ 285.88 | |
| | | ADMINSTR. | 896 | 3.5 | 254.7 | | $ 367.20 | |
| | | TOTAL PROF | 896 | 49.3 | 18.2 | | $ 285.10 | |
| 727 BIG LAKE | 3 2 2 1 | | | | | | | |
| | | ELEMENTARY | 405 | 17.4 | 23.3 | 173 | $ 268.37 | 226 |
| | | SECONDARY | 371 | 17.2 | 21.5 | 87 | $ 264.96 | 291 |
| | | ADMINSTR. | 829 | 3.0 | 276.3 | 122 | $ 426.36 | 98 |
| | | TOTAL PROF | 829 | 46.0 | 18.0 | 93 | $ 279.79 | 238 |
| 466 DASSEL - COKATO | 3 2 2 1 | | | | | | | |
| | | ELEMENTARY | 754 | 33.5 | 22.5 | 195 | $ 260.53 | 282 |
| | | SECONDARY | 795 | 37.4 | 21.3 | 97 | $ 293.41 | 147 |
| | | ADMINSTR. | 1683 | 7.0 | 240.4 | 200 | $ 405.31 | 163 |
| | | TOTAL PROF | 1683 | 93.1 | 18.1 | 86 | $ 293.99 | 153 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 879 DELANO | 3 2 2 1 | | | | | | | |
| | | ELEMENTARY | 509 | 21.8 | 23.3 | 171 | $ 249.15 | 347 |
| | | SECONDARY | 741 | 35.3 | 21.0 | 112 | $ 246.08 | 378 |
| | | ADMINSTR. | 1373 | 4.8 | 289.1 | 99 | $ 415.49 | 134 |
| | | TOTAL PROF | 1373 | 77.0 | 17.8 | 107 | $ 257.75 | 368 |
| 717 JORDAN | 3 2 2 1 | | | | | | | |
| | | ELEMENTARY | 483 | 20.0 | 24.1 | 130 | $ 237.91 | 389 |
| | | SECONDARY | 703 | 33.3 | 21.1 | 105 | $ 254.97 | 338 |
| | | ADMINSTR. | 1274 | 3.3 | 382.6 | 14 | $ 384.27 | 233 |
| | | TOTAL PROF | 1274 | 70.0 | 18.2 | 81 | $ 259.25 | 359 |
| 883 ROCKFORD * | 3 2 2 1 | | | | | | | |
| | | ELEMENTARY | 563 | 20.0 | 28.1 | 26 | $ 250.28 | 337 |
| | | SECONDARY | 481 | 24.2 | 19.9 | 168 | $ 257.98 | 319 |
| | | ADMINSTR. | 1145 | 3.0 | 381.7 | 15 | $ 253.85 | 331 |
| | | TOTAL PROF | 1145 | 61.0 | 18.8 | 57 | $ 258.80 | 362 |
| AVERAGE FOR | 3 2 2 1 | ( 5 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 542 | 22.5 | 24.3 | | $ 253.25 | |
| | | SECONDARY | 618 | 29.5 | 20.9 | | $ 263.48 | |
| | | ADMINSTR. | 1260 | 4.2 | 314.0 | | $ 397.06 | |
| | | TOTAL PROF | 1260 | 69.4 | 18.2 | | $ 269.92 | |
| 716 BELLE PLAINE | 3 2 2 2 | | | | | | | |
| | | ELEMENTARY | 421 | 19.0 | 22.2 | 211 | $ 245.69 | 359 |
| | | SECONDARY | 591 | 28.2 | 20.9 | 117 | $ 247.57 | 371 |
| | | ADMINSTR. | 1103 | 4.0 | 275.8 | 125 | $ 358.29 | 315 |
| | | TOTAL PROF | 1103 | 64.0 | 17.2 | 145 | $ 255.69 | 381 |
| 531 BYRON | 3 2 2 2 | | | | | | | |
| | | ELEMENTARY | 574 | 23.0 | 25.0 | 97 | $ 267.15 | 234 |
| | | SECONDARY | 583 | 27.1 | 21.5 | 89 | $ 269.05 | 268 |
| | | ADMINSTR. | 1247 | 2.9 | 430.0 | 7 | $ 314.29 | 413 |
| | | TOTAL PROF | 1247 | 65.5 | 19.0 | 43 | $ 272.43 | 283 |
| 573 HINCKLEY | 3 2 2 2 | | | | | | | |
| | | ELEMENTARY | 397 | 16.0 | 24.8 | 106 | $ 273.32 | 190 |
| | | SECONDARY | 484 | 21.6 | 22.4 | 54 | $ 275.85 | 236 |
| | | ADMINSTR. | 940 | 3.0 | 313.3 | 52 | $ 383.93 | 235 |
| | | TOTAL PROF | 940 | 52.6 | 17.9 | 106 | $ 281.66 | 227 |
| 792 LONG PRAIRIE | 3 2 2 2 | | | | | | | |
| | | ELEMENTARY | 520 | 26.5 | 19.6 | 311 | $ 288.98 | 109 |
| | | SECONDARY | 743 | 35.8 | 20.7 | 126 | $ 326.05 | 61 |
| | | ADMINSTR. | 1368 | 5.2 | 264.6 | 154 | $ 411.40 | 145 |
| | | TOTAL PROF | 1368 | 79.7 | 17.2 | 149 | $ 318.48 | 71 |
| 484 PIERZ | 3 2 2 2 | | | | | | | |
| | | ELEMENTARY | 172 | 10.3 | 16.7 | 398 | $ 260.31 | 284 |
| | | SECONDARY | 761 | 33.6 | 22.6 | 47 | $ 277.36 | 229 |
| | | ADMINSTR. | 1040 | 4.0 | 260.0 | 161 | $ 356.01 | 326 |
| | | TOTAL PROF | 1040 | 55.9 | 18.6 | 64 | $ 282.86 | 216 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 534 STEWARTVILLE | 3 2 2 2 | | | | | | | |
| | | ELEMENTARY | 829 | 34.5 | 24.0 | 135 | $ 254.57 | 312 |
| | | SECONDARY | 808 | 42.8 | 18.9 | 226 | $ 270.47 | 259 |
| | | ADMINSTR. | 1792 | 7.5 | 238.9 | 204 | $ 406.83 | 157 |
| | | TOTAL PROF | 1792 | 106.4 | 16.8 | 171 * | $ 271.91 | 287 |
| AVERAGE FOR | 3 2 2 2 | ( 6 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 485 | 21.6 | 22.0 | | $ 265.00 | |
| | | SECONDARY | 661 | 31.5 | 21.2 | | $ 277.73 | |
| | | ADMINSTR. | 1248 | 4.4 | 297.1 | | $ 371.79 | |
| | | TOTAL PROF | 1248 | 70.7 | 17.8 | | $ 280.50 | |
| 162 BAGLEY | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 655 | 26.0 | 25.2 | 82 | $ 282.54 | 138 |
| | | SECONDARY | 720 | 32.7 | 22.0 | 68 | $ 310.08 | 81 |
| | | ADMINSTR. | 1466 | 5.4 | 273.5 | 135 | $ 407.15 | 156 |
| | | TOTAL PROF | 1466 | 82.0 | 17.9 | 103 | $ 303.98 | 103 |
| 252 CANNON FALLS | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 702 | 29.0 | 24.2 | 126 | $ 322.00 | 36 |
| | | SECONDARY | 842 | 37.5 | 22.4 | 52 | $ 341.31 | 47 |
| | | ADMINSTR. | 1667 | 5.3 | 315.1 | 49 | $ 418.04 | 127 |
| | | TOTAL PROF | 1667 | 90.1 | 18.5 | 69 | $ 338.69 | 40 |
| 227 CHATFIELD | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 501 | 21.3 | 23.5 | 163 | $ 289.64 | 102 |
| | | SECONDARY | 574 | 30.7 | 18.7 | 235 | $ 292.96 | 149 |
| | | ADMINSTR. | 1153 | 5.0 | 230.6 | 216 | $ 423.00 | 116 |
| | | TOTAL PROF | 1153 | 69.3 | 16.6 | 194 | $ 299.21 | 125 |
| 533 DOVER - EYOTA | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 361 | 18.0 | 20.1 | 296 | $ 288.52 | 110 |
| | | SECONDARY | 433 | 21.6 | 20.0 | 161 | $ 280.40 | 213 |
| | | ADMINSTR. | 855 | 4.0 | 213.8 | 255 | $ 428.47 | 89 |
| | | TOTAL PROF | 855 | 51.1 | 16.7 | 183 | $ 289.25 | 182 |
| 099 ESKO | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 519 | 20.5 | 25.3 | 80 | $ 304.28 | 68 |
| | | SECONDARY | 597 | 29.3 | 20.4 | 146 | $ 288.18 | 177 |
| | | ADMINSTR. | 1199 | 3.8 | 315.5 | 48 | $ 424.72 | 104 |
| | | TOTAL PROF | 1199 | 60.8 | 19.7 | 21 | $ 302.46 | 113 |
| 023 FRAZEE - VERGAS | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 622 | 24.5 | 25.4 | 75 | $ 266.19 | 240 |
| | | SECONDARY | 674 | 31.1 | 21.7 | 79 | $ 285.45 | 187 |
| | | ADMINSTR. | 1398 | 4.8 | 293.7 | 91 | $ 397.53 | 187 |
| | | TOTAL PROF | 1398 | 81.0 | 17.3 | 144 | $ 275.37 | 268 |
| 739 KIMBALL | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 413 | 22.0 | 18.8 | 343 | $ 235.48 | 397 |
| | | SECONDARY | 495 | 23.0 | 21.5 | 90 | $ 230.59 | 407 |
| | | ADMINSTR. | 985 | 3.6 | 274.4 | 129 | $ 335.08 | 381 |
| | | TOTAL PROF | 985 | 57.6 | 17.1 | 156 | $ 238.97 | 416 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 300 LA CRESCENT | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 575 | 19.0 | 30.3 | 11 | $ 268.03 | 229 |
| | | SECONDARY | 930 | 44.1 | 21.1 | 106 | $ 250.87 | 359 |
| | | ADMINSTR. | 1630 | 4.0 | 407.5 | 10 | $ 396.61 | 189 |
| | | TOTAL PROF | 1630 | 87.9 | 18.6 | 67 | $ 258.36 | 364 |
| 004 MC GREGOR | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 351 | 16.0 | 21.9 | 221 | $ 261.11 | 277 |
| | | SECONDARY | 413 | 20.2 | 20.5 | 140 | $ 242.66 | 387 |
| | | ADMINSTR. | 804 | 3.0 | 268.0 | 150 | $ 340.60 | 367 |
| | | TOTAL PROF | 804 | 47.0 | 17.1 | 157 | $ 256.28 | 377 |
| 578 PINE CITY | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 630 | 26.0 | 24.2 | 123 | $ 269.94 | 211 |
| | | SECONDARY | 838 | 39.6 | 21.2 | 104 | $ 261.81 | 303 |
| | | ADMINSTR. | 1571 | 5.0 | 314.2 | 50 | $ 427.18 | 96 |
| | | TOTAL PROF | 1571 | 84.6 | 18.6 | 65 | $ 282.41 | 223 |
| 117 PINE RIVER | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 443 | 17.0 | 26.1 | 57 | $ 243.24 | 369 |
| | | SECONDARY | 482 | 25.4 | 19.0 | 219 | $ 274.75 | 242 |
| | | ADMINSTR. | 981 | 4.0 | 245.2 | 194 | $ 366.67 | 293 |
| | | TOTAL PROF | 981 | 56.4 | 17.4 | 132 | $ 272.76 | 281 |
| 435 WAUBUN | 3 2 2 3 | | | | | | | |
| | | ELEMENTARY | 441 | 23.0 | 19.2 | 331 | $ 274.15 | 186 |
| | | SECONDARY | 445 | 26.2 | 17.0 | 324 | $ 301.93 | 112 |
| | | ADMINSTR. | 946 | 4.2 | 225.8 | 226 | $ 392.75 | 201 |
| | | TOTAL PROF | 946 | 65.3 | 14.5 | 342 | $ 296.01 | 142 |
| AVERAGE FOR | 3 2 2 3 | (12 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 517 | 21.9 | 23.7 | | $ 275.43 | |
| | | SECONDARY | 620 | 30.1 | 20.4 | | $ 280.08 | |
| | | ADMINSTR. | 1221 | 4.3 | 281.4 | | $ 396.48 | |
| | | TOTAL PROF | 1221 | 69.4 | 17.5 | | $ 284.48 | |
| 001 AITKIN | 3 2 2 4 | | | | | | | |
| | | ELEMENTARY | 666 | 30.5 | 21.8 | 229 | $ 274.33 | 184 |
| | | SECONDARY | 891 | 41.2 | 21.6 | 82 | $ 295.56 | 137 |
| | | ADMINSTR. | 1650 | 5.3 | 309.6 | 59 | $ 395.74 | 191 |
| | | TOTAL PROF | 1650 | 94.5 | 17.5 | 125 | $ 291.45 | 167 |
| 062 ORTONVILLE | 3 2 2 4 | | | | | | | |
| | | ELEMENTARY | 431 | 24.0 | 18.0 | 364 | $ 272.01 | 196 |
| | | SECONDARY | 646 | 30.3 | 21.3 | 93 | $ 295.07 | 141 |
| | | ADMINSTR. | 1143 | 4.6 | 245.8 | 191 | $ 447.52 | 56 |
| | | TOTAL PROF | 1143 | 67.4 | 17.0 | 165 | $ 295.03 | 148 |
| AVERAGE FOR | 3 2 2 4 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 548 | 27.3 | 19.9 | | $ 273.17 | |
| | | SECONDARY | 768 | 35.7 | 21.5 | | $ 295.31 | |
| | | ADMINSTR. | 1396 | 5.0 | 277.7 | | $ 421.63 | |
| | | TOTAL PROF | 1396 | 81.0 | 17.2 | | $ 293.24 | |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 876 ANNANDALE | 3 2 3 1 | | | | | | | |
| | | ELEMENTARY | 684 | 25.5 | 26.8 | 38 | $ 241.68 | 374 |
| | | SECONDARY | 770 | 32.0 | 24.0 | 16 | $ 249.86 | 366 |
| | | ADMINSTR. | 1548 | 5.0 | 309.6 | 58 | $ 386.35 | 223 |
| | | TOTAL PROF | 1548 | 76.0 | 20.4 | 10 | $ 257.40 | 369 |
| 394 MONTGOMERY - LONSDALE * | 3 2 3 1 | | | | | | | |
| | | ELEMENTARY | 456 | 19.0 | 24.0 | 137 | $ 224.29 | 416 |
| | | SECONDARY | 583 | 31.6 | 18.5 | 247 | $ 244.67 | 380 |
| | | ADMINSTR. | 1154 | 3.9 | 294.4 | 88 | $ 398.70 | 181 |
| | | TOTAL PROF | 1154 | 66.1 | 17.5 | 124 | $ 248.94 | 403 |
| 186 PEQUOT LAKES | 3 2 3 1 | | | | | | | |
| | | ELEMENTARY | 350 | 12.0 | 29.2 | 17 | $ 285.59 | 126 |
| | | SECONDARY | 451 | 20.4 | 22.1 | 66 | $ 274.69 | 243 |
| | | ADMINSTR. | 858 | 3.0 | 286.0 | 106 | $ 436.75 | 71 |
| | | TOTAL PROF | 858 | 43.6 | 19.7 | 23 | $ 295.09 | 147 |
| AVERAGE FOR | 3 2 3 1 | ( 3 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 496 | 18.8 | 26.7 | | $ 250.52 | |
| | | SECONDARY | 601 | 28.0 | 21.5 | | $ 256.40 | |
| | | ADMINSTR. | 1186 | 4.0 | 296.7 | | $ 407.27 | |
| | | TOTAL PROF | 1186 | 61.9 | 19.2 | | $ 267.14 | |
| 119 WALKER | 3 2 3 2 | | | | | | | |
| | | ELEMENTARY | 378 | 15.0 | 25.2 | 84 | $ 278.27 | 166 |
| | | SECONDARY | 474 | 22.0 | 21.5 | 85 | $ 290.79 | 159 |
| | | ADMINSTR. | 891 | 3.2 | 281.1 | 114 | $ 433.89 | 74 |
| | | TOTAL PROF | 891 | 50.2 | 17.8 | 112 | $ 293.63 | 156 |
| AVERAGE FOR | 3 2 3 2 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 378 | 15.0 | 25.2 | | $ 278.27 | |
| | | SECONDARY | 474 | 22.0 | 21.5 | | $ 290.79 | |
| | | ADMINSTR. | 891 | 3.2 | 281.1 | | $ 433.89 | |
| | | TOTAL PROF | 891 | 50.2 | 17.8 | | $ 293.63 | |
| 203 HAYFIELD | 3 2 3 3 | | | | | | | |
| | | ELEMENTARY | 539 | 25.5 | 21.2 | 264 | $ 313.67 | 47 |
| | | SECONDARY | 699 | 32.5 | 21.5 | 86 | $ 310.04 | 82 |
| | | ADMINSTR. | 1313 | 4.7 | 281.8 | 111 | $ 424.25 | 109 |
| | | TOTAL PROF | 1313 | 72.0 | 18.2 | 78 | $ 317.31 | 74 |
| AVERAGE FOR | 3 2 3 3 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 539 | 25.5 | 21.2 | | $ 313.67 | |
| | | SECONDARY | 699 | 32.5 | 21.5 | | $ 310.04 | |
| | | ADMINSTR. | 1313 | 4.7 | 281.8 | | $ 424.25 | |
| | | TOTAL PROF | 1313 | 72.0 | 18.2 | | $ 317.31 | |
| 548 PELICAN RAPIDS | 3 2 3 4 | | | | | | | |
| | | ELEMENTARY | 519 | 20.5 | 25.3 | 81 | $ 261.76 | 271 |
| | | SECONDARY | 733 | 31.6 | 23.2 | 34 | $ 262.35 | 301 |
| | | ADMINSTR. | 1308 | 5.0 | 261.6 | 159 | $ 393.42 | 194 |
| | | TOTAL PROF | 1308 | 69.0 | 19.0 | 48 | $ 268.38 | 307 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 085 SPRINGFIELD | 3 2 3 4 | | | | | | | |
| | | ELEMENTARY | 304 | 13.0 | 23.4 | 166 | $ 274.70 | 183 |
| | | SECONDARY | 497 | 24.5 | 20.2 | 152 | $ 298.32 | 125 |
| | | ADMINSTR. | 869 | 3.2 | 271.6 | 139 | $ 387.47 | 220 |
| | | TOTAL PROF | 869 | 51.3 | 16.9 | 167 | $ 291.44 | 168 |
| AVERAGE FOR | 3 2 3 4 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 411 | 16.8 | 24.4 | | $ 268.23 | |
| | | SECONDARY | 615 | 28.1 | 21.7 | | $ 280.33 | |
| | | ADMINSTR. | 1088 | 4.1 | 266.6 | | $ 390.44 | |
| | | TOTAL PROF | 1088 | 60.2 | 17.9 | | $ 279.91 | |
| 784 APPLETON | 3 2 3 5 | | | | | | | |
| | | ELEMENTARY | 398 | 23.0 | 17.3 | 381 | $ 199.27 | 435 |
| | | SECONDARY | 500 | 27.9 | 17.9 | 277 | $ 213.25 | 429 |
| | | ADMINSTR. | 956 | 4.4 | 216.3 | 247 | $ 347.64 | 350 |
| | | TOTAL PROF | 956 | 64.8 | 14.7 | 331 | $ 218.94 | 435 |
| AVERAGE FOR | 3 2 3 5 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 398 | 23.0 | 17.3 | | $ 199.27 | |
| | | SECONDARY | 500 | 27.9 | 17.9 | | $ 213.25 | |
| | | ADMINSTR. | 956 | 4.4 | 216.3 | | $ 347.64 | |
| | | TOTAL PROF | 956 | 64.8 | 14.7 | | $ 218.94 | |
| 885 ST MICHAEL-ALBERTVILLE* | 3 3 1 1 | | | | | | | |
| | | ELEMENTARY * | 434 | 13.5 * | 32.1 | 6 | $ 235.03 | 399 |
| | | SECONDARY * | 637 | 33.8 * | 18.8 | 229 | $ 257.14 | 327 |
| | | ADMINSTR. | 1181 | 4.0 | 295.2 | 85 | $ 391.66 | 205 |
| | | TOTAL PROF | 1181 | 68.2 | 17.3 | 139 | $ 258.10 | 366 |
| AVERAGE FOR | 3 3 1 1 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 434 | 13.5 | 32.1 | | $ 235.03 | |
| | | SECONDARY | 637 | 33.8 | 18.8 | | $ 257.14 | |
| | | ADMINSTR. | 1181 | 4.0 | 295.2 | | $ 391.66 | |
| | | TOTAL PROF | 1181 | 68.2 | 17.3 | | $ 258.10 | |
| 738 HOLDINGFORD | 3 3 1 3 | | | | | | | |
| | | ELEMENTARY | 564 | 23.1 | 24.4 | 117 | $ 236.95 | 391 |
| | | SECONDARY | 537 | 28.3 | 19.0 | 218 | $ 241.21 | 392 |
| | | ADMINSTR. | 1187 | 5.7 | 209.0 | 273 | $ 338.61 | 371 |
| | | TOTAL PROF | 1187 | 79.6 | 14.9 | 317 | $ 246.97 | 406 |
| 793 STAPLES | 3 3 1 3 | | | | | | | |
| | | ELEMENTARY | 618 | 25.0 | 24.7 | 109 | $ 309.47 | 57 |
| | | SECONDARY | 940 | 46.7 | 20.1 | 155 | $ 338.71 | 50 |
| | | ADMINSTR. | 1667 | 12.6 | 132.5 | 388 | $ 424.93 | 102 |
| | | TOTAL PROF | 1667 | 110.6 | 15.1 | 305 | $ 344.36 | 36 |
| AVERAGE FOR | 3 3 1 3 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 591 | 24.1 | 24.5 | | $ 273.21 | |
| | | SECONDARY | 738 | 37.5 | 19.6 | | $ 289.96 | |
| | | ADMINSTR. | 1427 | 9.1 | 170.7 | | $ 381.77 | |
| | | TOTAL PROF | | | | | | |

407

408

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 091 BARNUM | 3 3 1 4 | | | | | | | |
| | | ELEMENTARY | 320 | 13.5 | 23.7 | 153 | $ 250.16 | 338 |
| | | SECONDARY | 440 | 21.6 | 20.4 | 150 | $ 240.40 | 394 |
| | | ADMINSTR. | 823 | 3.0 | 274.3 | 130 | $ 407.69 | 154 |
| | | TOTAL PROF | 823 | 47.0 | 17.5 | 121 | $ 254.11 | 385 |
| 696 ELY | 3 3 1 4 | | | | | | | |
| | | ELEMENTARY | 658 | 22.0 | 29.9 | 14 | $ 349.18 | 13 |
| | | SECONDARY | 823 | 41.7 | 19.7 | 176 | $ 354.35 | 34 |
| | | ADMINSTR. | 1568 | 5.9 | 265.8 | 151 | $ 424.44 | 108 |
| | | TOTAL PROF | 1568 | 92.7 | 16.9 | 168 | $ 337.06 | 48 |
| AVERAGE FOR | 3 3 1 4 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 489 | 17.8 | 26.8 | | $ 299.67 | |
| | | SECONDARY | 631 | 31.7 | 20.0 | | $ 297.37 | |
| | | ADMINSTR. | 1195 | 4.4 | 270.0 | | $ 416.07 | |
| | | TOTAL PROF | 1195 | 69.9 | 17.2 | | $ 295.58 | |
| 692 BABBITT | 3 3 1 5 | | | | | | | |
| | | ELEMENTARY | 679 | 27.0 | 25.1 | 86 | $ 327.93 | 27 |
| | | SECONDARY | 908 | 46.0 | 19.7 | 179 | $ 348.44 | 39 |
| | | ADMINSTR. | 1662 | 4.8 | 347.0 | 25 | $ 475.61 | 39 |
| | | TOTAL PROF | 1662 | 95.3 | 17.4 | 129 | $ 345.15 | 35 |
| 699 GILBERT | 3 3 1 5 | | | | | | | |
| | | ELEMENTARY | 307 | 18.0 | 17.1 | 388 | $ 318.83 | 41 |
| | | SECONDARY | 460 | 20.8 | 22.1 | 66 | $ 303.62 | 105 |
| | | ADMINSTR. | 816 | 4.0 | 204.0 | 278 | $ 415.40 | 135 |
| | | TOTAL PROF | 816 | 50.0 | 16.3 | 213 | $ 322.14 | 65 |
| 319 NASHWAUK - KEEWATIN | 3 3 1 5 | | | | | | | |
| | | ELEMENTARY | 433 | 18.2 | 23.8 | 149 | $ 333.98 | 23 |
| | | SECONDARY | 585 | 30.5 | 19.2 | 203 | $ 305.62 | 96 |
| | | ADMINSTR. | 1087 | 3.4 | 319.7 | 44 | $ 390.99 | 208 |
| | | TOTAL PROF | 1087 | 68.7 | 15.8 | 262 | $ 316.97 | 76 |
| AVERAGE FOR | 3 3 1 5 | ( 3 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 473 | 21.1 | 22.0 | | $ 326.91 | |
| | | SECONDARY | 651 | 32.4 | 20.3 | | $ 319.23 | |
| | | ADMINSTR. | 1188 | 4.1 | 290.2 | | $ 427.33 | |
| | | TOTAL PROF | 1188 | 71.4 | 16.5 | | $ 328.08 | |
| 463 EDEN VALLEY - WATKINS* | 3 3 2 1 | | | | | | | |
| | | ELEMENTARY | 435 | 20.5 | 21.2 | 262 | $ 261.17 | 276 |
| | | SECONDARY | 567 | 27.1 | 20.9 | 115 | $ 274.82 | 240 |
| | | ADMINSTR. | 1089 | 5.0 | 217.8 | 245 | $ 393.20 | 198 |
| | | TOTAL PROF | 1089 | 69.7 | 15.6 | 275 | $ 276.77 | 262 |
| 392 LE CENTER | 3 3 2 1 | | | | | | | |
| | | ELEMENTARY | 413 | 17.0 | 24.3 | 120 | $ 275.44 | 178 |
| | | SECONDARY | 467 | 24.4 | 19.1 | 207 | $ 309.86 | 83 |
| | | ADMINSTR. | 936 | 3.8 | 246.3 | 189 | $ 425.88 | 99 |
| | | TOTAL PROF | 936 | 56.2 | 16.6 | 190 | $ 306.17 | 97 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 881 MAPLE LAKE | 3 3 2 1 | | | | | | | |
| | | ELEMENTARY | 252 | 12.0 | 21.0 | 270 | $ 278.38 | 164 |
| | | SECONDARY | 497 | 25.1 | 19.8 | 171 | $ 279.74 | 218 |
| | | ADMINSTR. | 818 | 3.3 | 245.6 | 192 | $ 431.01 | 80 |
| | | TOTAL PROF | 818 | 53.2 | 15.4 | 293 | $ 284.91 | 203 |
| 480 ONAMIA | 3 3 2 1 | | | | | | | |
| | | ELEMENTARY | 496 | 20.5 | 24.2 | 127 | $ 252.25 | 324 |
| | | SECONDARY | 540 | 22.0 | 24.6 | 6 | $ 256.23 | 332 |
| | | ADMINSTR. | 1096 | 3.6 | 304.4 | 69 | $ 382.00 | 242 |
| | | TOTAL PROF | 1096 | 57.5 | 19.1 | 42 | $ 264.79 | 334 |
| 255 PINE ISLAND | 3 3 2 1 | | | | | | | |
| | | ELEMENTARY | 511 | 23.0 | 22.2 | 209 | $ 291.61 | 97 |
| | | SECONDARY | 463 | 26.3 | 17.6 | 295 | $ 295.63 | 136 |
| | | ADMINSTR. | 1055 | 3.2 | 332.8 | 34 | $ 466.09 | 44 |
| | | TOTAL PROF | 1055 | 64.4 | 16.4 | 210 | $ 302.09 | 114 |
| 748 SARTELL | 3 3 2 1 | | | | | | | |
| | | ELEMENTARY | 539 | 21.0 | 25.7 | 56 | $ 300.62 | 75 |
| | | SECONDARY | 572 | 32.2 | 17.7 | 288 | $ 305.56 | 97 |
| | | ADMINSTR. | 1200 | 4.5 | 268.5 | 149 | $ 433.30 | 76 |
| | | TOTAL PROF | 1200 | 72.0 | 16.7 | 188 | $ 313.17 | 83 |
| 111 WATERTOWN - MAYER | 3 3 2 1 | | | | | | | |
| | | ELEMENTARY | 560 | 26.0 | 21.5 | 247 | $ 292.52 | 95 |
| | | SECONDARY | 661 | 32.5 | 20.4 | 149 | $ 302.54 | 109 |
| | | ADMINSTR. | 1319 | 6.5 | 202.9 | 283 | $ 406.09 | 159 |
| | | TOTAL PROF | 1319 | 84.0 | 15.7 | 269 | $ 307.01 | 95 |
| AVERAGE FOR | 3 3 2 1 | ( 7 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 458 | 20.0 | 22.9 | | $ 278.85 | |
| | | SECONDARY | 538 | 27.1 | 20.0 | | $ 289.20 | |
| | | ADMINSTR. | 1073 | 4.3 | 259.8 | | $ 419.65 | |
| | | TOTAL PROF | 1073 | 65.3 | 16.5 | | $ 293.56 | |
| 813 LAKE CITY | 3 3 2 2 | | | | | | | |
| | | ELEMENTARY | 678 | 28.0 | 24.2 | 125 | $ 253.34 | 321 |
| | | SECONDARY | 835 | 42.4 | 19.7 | 182 | $ 272.55 | 251 |
| | | ADMINSTR. | 1644 | 5.3 | 308.4 | 64 | $ 376.88 | 257 |
| | | TOTAL PROF | 1644 | 92.6 | 17.8 | 111 | $ 271.49 | 291 |
| 393 LE SUEUR | 3 3 2 2 | | | | | | | |
| | | ELEMENTARY | 635 | 26.3 | 24.1 | 133 | $ 271.85 | 197 |
| | | SECONDARY | 736 | 33.0 | 22.3 | 57 | $ 289.20 | 169 |
| | | ADMINSTR. | 1487 | 5.0 | 295.6 | 84 | $ 423.68 | 112 |
| | | TOTAL PROF | 1487 | 79.0 | 18.8 | 54 | $ 291.56 | 166 |
| 345 NEW LONDON | 3 3 2 2 | | | | | | | |
| | | ELEMENTARY | 520 | 23.5 | 22.2 | 212 | $ 276.02 | 176 |
| | | SECONDARY | 629 | 30.6 | 20.6 | 136 | $ 269.66 | 263 |
| | | ADMINSTR. | 1231 | 4.8 | 254.9 | 172 | $ 399.15 | 180 |
| | | TOTAL PROF | 1231 | 74.0 | 16.6 | 192 | $ 284.87 | 204 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 547 PARKERS PRAIRIE | 3 3 2 2 | | | | | | | |
| | | ELEMENTARY | 328 | 17.0 | 19.3 | 327 | $ 263.27 | 262 |
| | | SECONDARY | 447 | 22.6 | 19.7 | 177 | $ 254.46 | 342 |
| | | ADMINSTR. | 814 | 3.0 | 271.3 | 140 | $ 378.29 | 253 |
| | | TOTAL PROF | 814 | 49.6 | 16.4 | 208 | $ 267.05 | 317 |
| AVERAGE FOR | 3 3 2 2 | ( 4 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 540 | 23.7 | 22.4 | | $ 266.12 | |
| | | SECONDARY | 661 | 32.2 | 20.6 | | $ 271.47 | |
| | | ADMINSTR. | 1294 | 4.5 | 282.6 | | $ 394.50 | |
| | | TOTAL PROF | 1294 | 73.8 | 17.4 | | $ 278.74 | |
| 745 ALBANY | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 740 | 30.5 | 24.3 | 122 | $ 249.25 | 345 |
| | | SECONDARY | 861 | 42.9 | 20.1 | 156 | $ 288.95 | 172 |
| | | ADMINSTR. | 1742 | 5.2 | 336.9 | 32 | $ 393.19 | 199 |
| | | TOTAL PROF | 1742 | 97.2 | 17.9 | 99 | $ 278.13 | 253 |
| 693 BIWABIK | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 328 | 15.0 | 21.9 | 226 | $ 325.41 | 33 |
| | | SECONDARY | 446 | 20.1 | 22.2 | 61 | $ 308.81 | 85 |
| | | ADMINSTR. | 824 | 3.2 | 254.3 | 173 | $ 397.69 | 186 |
| | | TOTAL PROF | 824 | 46.8 | 17.6 | 116 | $ 325.32 | 62 |
| 314 BRAHAM* | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 530 | 18.0 | 29.4 | 15 | $ 269.17 | 219 |
| | | SECONDARY | 595 | 37.7 | 15.8 | 368 | $ 246.39 | 376 |
| | | ADMINSTR. | 1212 | 4.0 | 303.0 | 73 | $ 433.14 | 77 |
| | | TOTAL PROF | 1212 | 69.5 | 17.4 | 127 | $ 271.58 | 290 |
| 093 CARLTON | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 441 | 19.5 | 22.6 | 193 | $ 271.44 | 204 |
| | | SECONDARY | 483 | 25.6 | 18.9 | 227 | $ 307.01 | 90 |
| | | ADMINSTR. | 978 | 3.4 | 287.6 | 102 | $ 450.48 | 53 |
| | | TOTAL PROF | 978 | 58.5 | 16.7 | 182 | $ 303.42 | 106 |
| 182 CROSBY - IRONTON | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 652 | 31.5 | 20.7 | 281 | $ 265.96 | 241 |
| | | SECONDARY | 923 | 39.7 | 23.2 | 32 | $ 285.45 | 188 |
| | | ADMINSTR. | 1683 | 6.0 | 280.5 | 116 | $ 356.19 | 323 |
| | | TOTAL PROF | 1683 | 93.8 | 17.9 | 98 | $ 282.41 | 222 |
| 317 DEER RIVER | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 546 | 25.5 | 21.4 | 254 | $ 317.23 | 43 |
| | | SECONDARY | 619 | 27.8 | 22.3 | 58 | $ 339.15 | 49 |
| | | ADMINSTR. | 1255 | 5.0 | 251.0 | 179 | $ 441.37 | 64 |
| | | TOTAL PROF | 1255 | 70.0 | 17.9 | 100 | $ 339.02 | 39 |
| 880 HOWARD LAKE | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 446 | 25.4 | 17.6 | 373 | $ 226.74 | 413 |
| | | SECONDARY | 566 | 28.2 | 20.0 | 158 | $ 267.19 | 279 |
| | | ADMINSTR. | 1084 | 4.5 | 240.9 | 199 | $ 394.32 | 192 |
| | | TOTAL PROF | 1084 | 73.2 | 14.8 | 325 | $ 263.73 | 337 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 204 KASSON - MANTORVILLE | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 527 | 24.0 | 22.0 | 220 | $ 251.48 | 331 |
| | | SECONDARY | 608 | 29.2 | 20.8 | 124 | $ 272.28 | 252 |
| | | ADMINSTR. | 1206 | 3.5 | 344.6 | 29 | $ 349.31 | 343 |
| | | TOTAL PROF | 1206 | 68.5 | 17.6 | 117 | $ 266.98 | 318 |
| 741 PAYNESVILLE * | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 704 | 18.3 | 38.4 | 2 | $ 234.30 | 401 |
| | | SECONDARY | 796 | 47.5 | 16.7 | 331 | $ 276.97 | 232 |
| | | ADMINSTR. | 1608 | 4.3 | 370.5 | 19 | $ 412.02 | 144 |
| | | TOTAL PROF | 1608 | 83.4 | 19.3 | 29 | $ 275.58 | 266 |
| 549 PERHAM | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 487 | 21.8 | 22.3 | 206 | $ 279.16 | 162 |
| | | SECONDARY | 888 | 40.9 | 21.7 | 77 | $ 312.06 | 78 |
| | | ADMINSTR. | 1455 | 5.0 | 291.0 | 96 | $ 389.20 | 212 |
| | | TOTAL PROF | 1455 | 83.7 | 17.4 | 133 | $ 308.96 | 92 |
| 810 PLAINVIEW | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 470 | 21.0 | 22.4 | 204 | $ 268.58 | 223 |
| | | SECONDARY | 578 | 31.0 | 18.6 | 238 | $ 278.45 | 224 |
| | | ADMINSTR. | 1138 | 4.7 | 243.7 | 196 | $ 408.00 | 153 |
| | | TOTAL PROF | 1138 | 71.0 | 16.0 | 241 | $ 281.81 | 225 |
| 637 REDWOOD FALLS | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 705 | 29.2 | 24.1 | 132 | $ 286.96 | 121 |
| | | SECONDARY | 812 | 44.5 | 18.2 | 255 | $ 285.19 | 190 |
| | | ADMINSTR. | 1637 | 5.0 | 327.4 | 37 | $ 443.59 | 62 |
| | | TOTAL PROF | 1637 | 95.1 | 17.2 | 146 | $ 297.57 | 134 |
| 139 RUSH CITY | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 429 | 18.0 | 23.8 | 147 | $ 286.18 | 124 |
| | | SECONDARY | 454 | 24.4 | 18.6 | 240 | $ 296.01 | 135 |
| | | ADMINSTR. | 936 | 3.2 | 292.5 | 93 | $ 472.58 | 41 |
| | | TOTAL PROF | 936 | 52.6 | 17.8 | 109 | $ 303.68 | 105 |
| 743 SAUK CENTRE * | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 535 | 29.0 | 18.4 | 351 | $ 268.57 | 225 |
| | | SECONDARY | 1042 | 47.3 | 22.0 | 69 | $ 298.94 | 123 |
| | | ADMINSTR. | 1647 | 5.3 | 311.3 | 55 | $ 423.63 | 113 |
| | | TOTAL PROF | 1647 | 103.8 | 15.9 | 254 | $ 289.64 | 180 |
| 237 SPRING VALLEY | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 495 | 22.0 | 22.5 | 198 | $ 247.58 | 351 |
| | | SECONDARY | 530 | 27.5 | 19.3 | 201 | $ 258.88 | 311 |
| | | ADMINSTR. | 1091 | 3.0 | 363.7 | 22 | $ 403.17 | 169 |
| | | TOTAL PROF | 1091 | 62.1 | 17.6 | 118 | $ 259.36 | 357 |
| 811 WABASHA * | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 323 | 16.4 | 19.7 | 307 | $ 256.93 | 300 |
| | | SECONDARY | 593 | 33.0 | 18.0 | 270 | $ 258.67 | 314 |
| | | ADMINSTR. | 988 | 4.5 | 219.6 | 238 | $ 389.18 | 213 |
| | | TOTAL PROF | 988 | 64.7 | 15.3 | 298 | $ 267.95 | 309 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 819 WADENA | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 695 | 33.0 | 21.1 | 268 | $ 235.38 | 398 |
| | | SECONDARY | 999 | 47.0 | 21.3 | 95 | $ 266.60 | 281 |
| | | ADMINSTR. | 1799 | 8.2 | 219.4 | 241 | $ 401.52 | 174 |
| | | TOTAL PROF | 1799 | 110.8 | 16.2 | 219 | $ 266.22 | 323 |
| 177 WINDOM* | 3 3 2 3 | | | | | | | |
| | | ELEMENTARY | 777 | 26.0 | 29.9 | 13 | $ 298.10 | 82 |
| | | SECONDARY | 902 | 52.8 | 17.1 | 316 | $ 303.76 | 103 |
| | | ADMINSTR. | 1799 | 7.0 | 255.9 | 169 | $ 424.22 | 110 |
| | | TOTAL PROF | 1799 | 105.8 | 17.0 | 161 | $ 308.56 | 93 |
| AVERAGE FOR | 3 3 2 3 | (18 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 546 | 23.6 | 23.5 | | $ 268.80 | |
| | | SECONDARY | 705 | 36.0 | 19.7 | | $ 286.15 | |
| | | ADMINSTR. | 1337 | 4.7 | 288.5 | | $ 410.15 | |
| | | TOTAL PROF | 1337 | 78.4 | 17.1 | | $ 288.33 | |
| 299 CALEDONIA | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 484 | 25.2 | 19.2 | 329 | $ 289.27 | 105 |
| | | SECONDARY | 793 | 41.1 | 19.3 | 199 | $ 301.11 | 118 |
| | | ADMINSTR. | 1383 | 4.8 | 286.3 | 105 | $ 382.37 | 239 |
| | | TOTAL PROF | 1383 | 87.4 | 15.8 | 260 | $ 304.42 | 100 |
| 601 FOSSTON | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 450 | 24.0 | 18.8 | 344 | $ 279.92 | 155 |
| | | SECONDARY | 595 | 32.2 | 18.5 | 249 | $ 290.24 | 164 |
| | | ADMINSTR. | 1104 | 4.0 | 276.0 | 124 | $ 381.72 | 243 |
| | | TOTAL PROF | 1104 | 71.2 | 15.5 | 287 | $ 290.66 | 174 |
| 612 GLENWOOD | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 536 | 28.5 | 18.8 | 341 | $ 310.25 | 55 |
| | | SECONDARY | 746 | 32.0 | 23.3 | 31 | $ 363.51 | 25 |
| | | ADMINSTR. | 1381 | 5.0 | 276.2 | 123 | $ 363.13 | 302 |
| | | TOTAL PROF | 1381 | 80.5 | 17.2 | 152 | $ 338.36 | 44 |
| 390 LAKE OF THE WOODS | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 449 | 21.0 | 21.4 | 256 | $ 287.85 | 115 |
| | | SECONDARY | 490 | 26.2 | 18.7 | 232 | $ 296.25 | 134 |
| | | ADMINSTR. | 987 | 3.6 | 274.2 | 132 | $ 420.60 | 120 |
| | | TOTAL PROF | 987 | 59.3 | 16.6 | 191 | $ 295.58 | 144 |
| 432 MAHNOMEN | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 390 | 18.0 | 21.7 | 242 | $ 286.24 | 123 |
| | | SECONDARY | 562 | 29.0 | 19.4 | 193 | $ 292.66 | 150 |
| | | ADMINSTR. | 1019 | 4.5 | 226.4 | 224 | $ 420.52 | 121 |
| | | TOTAL PROF | 1019 | 66.0 | 15.4 | 290 | $ 301.77 | 115 |
| 769 MORRIS | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 577 | 23.0 | 25.1 | 90 | $ 283.28 | 134 |
| | | SECONDARY | 892 | 44.8 | 19.9 | 166 | $ 288.31 | 175 |
| | | ADMINSTR. | 1566 | 5.0 | 313.2 | 53 | $ 419.33 | 125 |
| | | TOTAL PROF | 1566 | 91.0 | 17.2 | 148 | $ 297.67 | 132 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 682 ROSEAU | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 598 | 27.9 | 21.4 | 251 | $ 272.69 | 193 |
| | | SECONDARY | 729 | 35.4 | 20.6 | 134 | $ 258.88 | 310 |
| | | ADMINSTR. | 1422 | 6.5 | 219.4 | 239 | $ 424.78 | 103 |
| | | TOTAL PROF | 1422 | 94.6 | 15.0 | 309 | $ 274.77 | 270 |
| 858 ST CHARLES | 3 3 2 4 | | | | | | | |
| | | ELEMENTARY | 453 | 19.0 | 23.8 | 145 | $ 305.11 | 66 |
| | | SECONDARY | 543 | 29.3 | 18.6 | 241 | $ 288.45 | 174 |
| | | ADMINSTR. | 1070 | 3.7 | 291.6 | 95 | $ 404.02 | 166 |
| | | TOTAL PROF | 1070 | 67.0 | 16.0 | 249 | $ 304.70 | 98 |
| AVERAGE FOR | 3 3 2 4 | ( 8 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 492 | 23.3 | 21.3 | | $ 289.33 | |
| | | SECONDARY | 668 | 33.7 | 19.8 | | $ 297.43 | |
| | | ADMINSTR. | 1241 | 4.6 | 270.4 | | $ 402.06 | |
| | | TOTAL PROF | 1241 | 77.1 | 16.1 | | $ 300.99 | |
| 777 BENSON | 3 3 2 5 | | | | | | | |
| | | ELEMENTARY | 693 | 31.0 | 22.4 | 205 | $ 307.69 | 60 |
| | | SECONDARY | 928 | 50.1 | 18.5 | 243 | $ 326.41 | 59 |
| | | ADMINSTR. | 1734 | 6.4 | 270.1 | 144 | $ 388.17 | 217 |
| | | TOTAL PROF | 1734 | 107.2 | 16.2 | 224 | $ 317.07 | 75 |
| 695 CHISHOLM | 3 3 2 5 | | | | | | | |
| | | ELEMENTARY | 539 | 27.0 | 20.0 | 297 | $ 321.45 | 37 |
| | | SECONDARY | 747 | 42.4 | 17.6 | 297 | $ 362.77 | 26 |
| | | ADMINSTR. | 1381 | 6.4 | 215.8 | 249 | $ 427.71 | 93 |
| | | TOTAL PROF | 1381 | 94.1 | 14.7 | 335 | $ 352.03 | 27 |
| 697 EVELETH | 3 3 2 5 | | | | | | | |
| | | ELEMENTARY | 684 | 26.0 | 26.3 | 49 | $ 317.83 | 42 |
| | | SECONDARY | 950 | 39.4 | 24.1 | 13 | $ 306.91 | 91 |
| | | ADMINSTR. | 1727 | 4.2 | 411.2 | 8 | $ 424.52 | 107 |
| | | TOTAL PROF | 1727 | 86.6 | 19.9 | 15 | $ 317.65 | 73 |
| 703 MOUNTAIN IRON | 3 3 2 5 | | | | | | | |
| | | ELEMENTARY | 332 | 17.0 | 19.6 | 313 | $ 367.75 | 5 |
| | | SECONDARY | 435 | 22.5 | 19.4 | 194 | $ 384.06 | 11 |
| | | ADMINSTR. | 820 | 3.0 | 270.6 | 143 | $ 513.73 | 23 |
| | | TOTAL PROF | 820 | 58.5 | 14.0 | 364 | $ 376.31 | 13 |
| 583 PIPESTONE * | 3 3 2 5 | | | | | | | |
| | | ELEMENTARY | 744 | 31.3 | 23.8 | 150 | $ 312.78 | 49 |
| | | SECONDARY | 915 | 51.0 | 17.9 | 276 | $ 302.26 | 110 |
| | | ADMINSTR. | 1765 | 10.0 | 176.7 | 325 | $ 371.69 | 275 |
| | | TOTAL PROF | 1765 | 111.6 | 15.8 | 261 | $ 313.98 | 80 |
| 504 SLAYTON | 3 3 2 5 | | | | | | | |
| | | ELEMENTARY | 494 | 19.0 | 26.0 | 58 | $ 266.98 | 236 |
| | | SECONDARY | 629 | 34.8 | 18.1 | 266 | $ 262.82 | 298 |
| | | ADMINSTR. | 1202 | 4.0 | 300.5 | 78 | $ 419.78 | 123 |
| | | TOTAL PROF | 1202 | 71.5 | 16.8 | 175 | $ 277.27 | 259 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| AVERAGE FOR | 3 3 2 5 | ( 6 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 581 | 25.2 | 23.0 | | $ 315.75 | |
| | | SECONDARY | 767 | 40.0 | 19.3 | | $ 324.21 | |
| | | ADMINSTR. | 1438 | 5.7 | 274.1 | | $ 424.27 | |
| | | TOTAL PROF | 1438 | 88.2 | 16.2 | | $ 325.72 | |
| 505 FULDA | 3 3 3 1 | | | | | | | |
| | | ELEMENTARY | 355 | 16.0 | 22.2 | 210 | $ 277.43 | 168 |
| | | SECONDARY | 467 | 27.2 | 17.2 | 313 | $ 320.82 | 70 |
| | | ADMINSTR. | 863 | 2.8 | 304.9 | 68 | $ 418.78 | 126 |
| | | TOTAL PROF | 863 | 53.8 | 16.0 | 240 | $ 314.16 | 78 |
| 640 WABASSO | 3 3 3 1 | | | | | | | |
| | | ELEMENTARY | 286 | 17.4 | 16.4 | 401 | $ 268.95 | 220 |
| | | SECONDARY | 552 | 29.7 | 18.6 | 239 | $ 272.77 | 250 |
| | | ADMINSTR. | 909 | 4.3 | 212.9 | 260 | $ 392.67 | 202 |
| | | TOTAL PROF | 909 | 63.0 | 14.4 | 344 | $ 278.67 | 249 |
| 110 WACONIA | 3 3 3 1 | | | | | | | |
| | | ELEMENTARY | 586 | 25.0 | 23.5 | 165 | $ 278.51 | 163 |
| | | SECONDARY | 821 | 33.3 | 24.6 | 5 | $ 365.21 | 23 |
| | | ADMINSTR. | 1524 | 4.2 | 365.5 | 21 | $ 479.04 | 38 |
| | | TOTAL PROF | 1524 | 79.9 | 19.1 | 41 | $ 338.37 | 43 |
| AVERAGE FOR | 3 3 3 1 | ( 3 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 409 | 19.5 | 20.7 | | $ 274.96 | |
| | | SECONDARY | 613 | 30.1 | 20.1 | | $ 319.60 | |
| | | ADMINSTR. | 1098 | 3.8 | 294.4 | | $ 430.17 | |
| | | TOTAL PROF | 1098 | 65.6 | 16.5 | | $ 310.40 | |
| 145 GLYNDON - FELTON | 3 3 3 2 | | | | | | | |
| | | ELEMENTARY | 396 | 17.5 | 22.6 | 192 | $ 262.79 | 266 |
| | | SECONDARY | 430 | 19.7 | 21.8 | 75 | $ 272.90 | 249 |
| | | ADMINSTR. | 879 | 3.5 | 251.1 | 178 | $ 357.86 | 318 |
| | | TOTAL PROF | 879 | 51.6 | 17.0 | 160 | $ 270.03 | 298 |
| AVERAGE FOR | 3 3 3 2 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 396 | 17.5 | 22.6 | | $ 262.79 | |
| | | SECONDARY | 430 | 19.7 | 21.8 | | $ 272.90 | |
| | | ADMINSTR. | 879 | 3.5 | 251.1 | | $ 357.86 | |
| | | TOTAL PROF | 879 | 51.6 | 17.0 | | $ 270.03 | |
| 511 ADRIAN | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 324 | 17.5 | 18.5 | 349 | $ 279.32 | 161 |
| | | SECONDARY | 520 | 26.6 | 19.5 | 188 | $ 273.51 | 246 |
| | | ADMINSTR. | 895 | 4.0 | 223.7 | 231 | $ 399.54 | 177 |
| | | TOTAL PROF | 895 | 57.6 | 15.5 | 284 | $ 283.31 | 215 |
| 146 BARNESVILLE | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 432 | 19.5 | 22.2 | 213 | $ 276.09 | 175 |
| | | SECONDARY | 618 | 28.4 | 21.7 | 76 | $ 296.28 | 133 |
| | | ADMINSTR. | 1125 | 3.0 | 375.0 | 18 | $ 404.91 | 165 |
| | | TOTAL PROF | 1125 | 61.0 | 18.4 | 73 | $ 296.43 | 141 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 216 BLUE EARTH | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 502 | 23.0 | 21.8 | 230 | $ 284.02 | 133 |
| | | SECONDARY | 657 | 32.0 | 20.5 | 139 | $ 346.71 | 41 |
| | | ADMINSTR. | 1244 | 7.0 | 177.7 | 323 | $ 413.47 | 139 |
| | | TOTAL PROF | 1244 | 76.6 | 16.2 | 218 | $ 327.26 | 59 |
| 846 BRECKENRIDGE * | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 546 | 24.5 | 22.3 | 207 | $ 285.01 | 128 |
| | | SECONDARY | 778 | 43.1 | 18.1 | 267 | $ 376.68 | 58 |
| | | ADMINSTR. | 1425 | 7.0 | 203.6 | 280 | $ 373.77 | 266 |
| | | TOTAL PROF | 1425 | 88.0 | 16.2 | 223 | $ 313.17 | 84 |
| 115 CASS LAKE | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 408 | 21.0 | 19.4 | 317 | $ 281.90 | 141 |
| | | SECONDARY | 418 | 23.2 | 18.0 | 273 | $ 291.06 | 157 |
| | | ADMINSTR. | 882 | 3.0 | 294.0 | 89 | $ 543.15 | 6 |
| | | TOTAL PROF | 882 | 64.5 | 13.7 | 378 | $ 297.30 | 138 |
| 732 GAYLORD | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 331 | 14.0 | 23.6 | 157 | $ 281.23 | 146 |
| | | SECONDARY | 444 | 22.2 | 20.0 | 162 | $ 278.34 | 225 |
| | | ADMINSTR. | 822 | 3.0 | 274.0 | 133 | $ 385.76 | 225 |
| | | TOTAL PROF | 822 | 45.6 | 18.0 | 91 | $ 290.01 | 179 |
| 422 GLENCOE* | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 652 | 26.5 | 24.6 | 113 | $ 289.08 | 108 |
| | | SECONDARY | 897 | 46.4 | 19.3 | 197 | $ 290.31 | 162 |
| | | ADMINSTR. | 1674 | 7.3 | 229.9 | 219 | $ 429.68 | 83 |
| | | TOTAL PROF | 1674 | 100.3 | 16.7 | 185 | $ 301.00 | 119 |
| 254 KENYON* | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 395 | 17.0 | 23.2 | 176 | $ 255.91 | 309 |
| | | SECONDARY | 469 | 26.4 | 17.8 | 285 | $ 274.75 | 241 |
| | | ADMINSTR. | 920 | 4.0 | 230.0 | 218 | $ 437.33 | 70 |
| | | TOTAL PROF | 920 | 55.1 | 16.7 | 184 | $ 277.61 | 256 |
| 857 LEWISTON | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 362 | 17.0 | 21.3 | 258 | $ 289.41 | 103 |
| | | SECONDARY | 511 | 21.7 | 23.5 | 26 | $ 280.53 | 212 |
| | | ADMINSTR. | 942 | 3.2 | 297.2 | 82 | $ 383.10 | 238 |
| | | TOTAL PROF | 942 | 52.7 | 17.9 | 105 | $ 290.78 | 172 |
| 108 NORWOOD - YOUNG AMERICA | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 336 | 17.0 | 19.8 | 306 | $ 272.57 | 194 |
| | | SECONDARY | 581 | 24.4 | 23.8 | 21 | $ 283.06 | 200 |
| | | ADMINSTR. | 983 | 3.0 | 327.7 | 36 | $ 486.11 | 32 |
| | | TOTAL PROF | 983 | 56.9 | 17.3 | 141 | $ 295.99 | 143 |
| 653 OLIVIA | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 282 | 12.0 | 23.5 | 162 | $ 291.42 | 99 |
| | | SECONDARY | 497 | 29.0 | 17.1 | 315 | $ 291.71 | 153 |
| | | ADMINSTR. | 849 | 3.4 | 249.7 | 181 | $ 384.21 | 234 |
| | | TOTAL PROF | 849 | 51.4 | 16.5 | 201 | $ 297.58 | 133 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 084 SLEEPY EYE | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 304 | 13.0 | 23.4 | 167 | $ 245.63 | 360 |
| | | SECONDARY | 459 | 25.9 | 17.7 | 290 | $ 269.21 | 265 |
| | | ADMINSTR. | 868 | 3.2 | 273.8 | 134 | $ 375.08 | 261 |
| | | TOTAL PROF | 868 | 51.5 | 16.9 | 170 | $ 266.28 | 321 |
| 417 TRACY | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 516 | 27.0 | 19.1 | 333 | $ 272.53 | 195 |
| | | SECONDARY | 682 | 35.6 | 19.2 | 205 | $ 265.55 | 287 |
| | | ADMINSTR. | 1285 | 4.0 | 321.3 | 42 | $ 393.89 | 193 |
| | | TOTAL PROF | 1285 | 82.6 | 15.6 | 280 | $ 272.06 | 286 |
| 395 WATERVILLE | 3 3 3 3 | | | | | | | |
| | | ELEMENTARY | 394 | 17.0 | 23.2 | 178 | $ 284.66 | 131 |
| | | SECONDARY | 474 | 25.6 | 18.5 | 242 | $ 282.20 | 203 |
| | | ADMINSTR. | 930 | 3.0 | 310.0 | 57 | $ 446.04 | 57 |
| | | TOTAL PROF | 930 | 58.1 | 16.0 | 243 | $ 293.51 | 157 |
| AVERAGE FOR | 3 3 3 3 | (14 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 413 | 19.0 | 21.9 | | $ 277.77 | |
| | | SECONDARY | 571 | 29.3 | 19.6 | | $ 289.28 | |
| | | ADMINSTR. | 1060 | 4.1 | 270.5 | | $ 418.29 | |
| | | TOTAL PROF | 1060 | 64.4 | 16.5 | | $ 293.02 | |
| 731 ARLINGTON | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 396 | 23.5 | 16.9 | 394 | $ 260.28 | 286 |
| | | SECONDARY | 551 | 24.4 | 22.6 | 51 | $ 256.52 | 330 |
| | | ADMINSTR. | 1006 | 3.5 | 287.4 | 103 | $ 372.36 | 271 |
| | | TOTAL PROF | 1006 | 59.4 | 16.9 | 166 | $ 266.46 | 320 |
| 756 BLOOMING PRAIRIE | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 507 | 27.0 | 18.8 | 342 | $ 270.19 | 209 |
| | | SECONDARY | 653 | 35.3 | 18.5 | 244 | $ 306.51 | 94 |
| | | ADMINSTR. | 1224 | 4.3 | 282.7 | 110 | $ 350.80 | 336 |
| | | TOTAL PROF | 1224 | 76.6 | 16.0 | 246 | $ 297.36 | 137 |
| 166 COOK COUNTY | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 393 | 23.0 | 17.1 | 386 | $ 281.02 | 148 |
| | | SECONDARY | 460 | 20.3 | 22.6 | 49 | $ 337.59 | 53 |
| | | ADMINSTR. | 906 | 4.5 | 203.1 | 282 | $ 461.85 | 45 |
| | | TOTAL PROF | 906 | 55.5 | 16.3 | 212 | $ 318.87 | 70 |
| 324 JACKSON | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 567 | 27.0 | 21.0 | 271 | $ 249.44 | 342 |
| | | SECONDARY | 728 | 37.1 | 19.6 | 183 | $ 270.47 | 260 |
| | | ADMINSTR. | 1383 | 9.4 | 147.1 | 371 | $ 404.95 | 164 |
| | | TOTAL PROF | 1383 | 90.0 | 15.4 | 296 | $ 282.77 | 218 |
| 670 LUVERNE | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 682 | 28.8 | 23.7 | 156 | $ 279.42 | 159 |
| | | SECONDARY | 863 | 43.6 | 19.8 | 173 | $ 285.40 | 189 |
| | | ADMINSTR. | 1636 | 5.4 | 301.3 | 75 | $ 428.04 | 92 |
| | | TOTAL PROF | 1636 | 92.5 | 17.7 | 115 | $ 292.71 | 161 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 377 MADISON | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 306 | 16.3 | 18.7 | 345 | $ 276.25 | 173 |
| | | SECONDARY | 517 | 26.6 | 19.5 | 192 | $ 279.40 | 221 |
| | | ADMINSTR. | 873 | 2.9 | 305.2 | 66 | $ 399.46 | 178 |
| | | TOTAL PROF | 873 | 56.0 | 15.6 | 278 | $ 290.91 | 171 |
| 500 SOUTHLAND * | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 360 | 19.0 | 18.9 | 336 | $ 279.55 | 158 |
| | | SECONDARY | 632 | 36.5 | 17.3 | 306 | $ 270.77 | 257 |
| | | ADMINSTR. | 1060 | 5.0 | 211.6 | 264 | $ 376.76 | 258 |
| | | TOTAL PROF | 1060 | 75.3 | 14.1 | 361 | $ 281.94 | 224 |
| 840 ST JAMES * | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 651 | 30.2 | 21.6 | 244 | $ 276.42 | 171 |
| | | SECONDARY | 873 | 46.2 | 18.9 | 225 | $ 291.70 | 154 |
| | | ADMINSTR. | 1615 | 7.0 | 230.7 | 214 | $ 365.02 | 298 |
| | | TOTAL PROF | 1615 | 98.6 | 16.4 | 209 | $ 288.52 | 190 |
| 446 WARREN | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 387 | 18.0 | 21.5 | 248 | $ 282.10 | 139 |
| | | SECONDARY | 451 | 26.7 | 16.9 | 327 | $ 289.00 | 171 |
| | | ADMINSTR. | 898 | 3.2 | 284.2 | 108 | $ 393.26 | 197 |
| | | TOTAL PROF | 898 | 57.3 | 15.7 | 274 | $ 293.33 | 158 |
| 260 ZUMBROTA | 3 3 3 4 | | | | | | | |
| | | ELEMENTARY | 347 | 16.0 | 21.7 | 239 | $ 293.30 | 94 |
| | | SECONDARY | 409 | 25.1 | 16.3 | 350 | $ 300.71 | 119 |
| | | ADMINSTR. | 815 | 3.0 | 271.7 | 137 | $ 427.50 | 95 |
| | | TOTAL PROF | 815 | 55.2 | 14.8 | 329 | $ 299.96 | 124 |
| AVERAGE FOR | 3 3 3 4 | (10 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 459 | 22.9 | 20.0 | | $ 274.80 | |
| | | SECONDARY | 613 | 32.2 | 19.2 | | $ 288.81 | |
| | | ADMINSTR. | 1141 | 4.8 | 252.5 | | $ 398.00 | |
| | | TOTAL PROF | 1141 | 71.6 | 15.9 | | $ 291.28 | |
| 891 CANBY | 3 3 3 5 | | | | | | | |
| | | ELEMENTARY | 373 | 21.0 | 17.8 | 367 | $ 245.16 | 364 |
| | | SECONDARY | 742 | 34.5 | 21.5 | 88 | $ 287.11 | 182 |
| | | ADMINSTR. | 1196 | 4.0 | 299.0 | 80 | $ 385.91 | 224 |
| | | TOTAL PROF | 1196 | 72.5 | 16.5 | 203 | $ 270.78 | 294 |
| 378 DAWSON | 3 3 3 5 | | | | | | | |
| | | ELEMENTARY | 337 | 18.1 | 18.6 | 348 | $ 282.08 | 140 |
| | | SECONDARY | 451 | 24.2 | 18.7 | 236 | $ 314.02 | 76 |
| | | ADMINSTR. | 844 | 3.4 | 245.3 | 193 | $ 450.42 | 54 |
| | | TOTAL PROF | 844 | 54.4 | 15.5 | 286 | $ 311.01 | 88 |
| 275 GOLDEN VALLEY * | 3 3 3 5 | | | | | | | |
| | | ELEMENTARY | 577 | 22.0 | 26.2 | 54 | $ 347.08 | 15 |
| | | SECONDARY | 846 | 39.7 | 21.3 | 94 | $ 382.34 | 14 |
| | | ADMINSTR. | 1496 | 7.0 | 213.7 | 257 | $ 524.09 | 15 |
| | | TOTAL PROF | 1496 | 85.2 | 17.6 | 119 | $ 386.77 | 8 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 894 GRANITE FALLS | 3 3 3 5 | | | | | | | |
| | | ELEMENTARY | 478 | 18.0 | 26.6 | 44 | $ 308.22 | 59 |
| | | SECONDARY | 644 | 33.5 | 19.2 | 202 | $ 305.17 | 98 |
| | | ADMINSTR. | 1194 | 6.0 | 199.0 | 287 | $ 417.86 | 128 |
| | | TOTAL PROF | 1194 | 74.2 | 16.1 | 231 | $ 314.12 | 79 |
| 837 MADELIA | 3 3 3 5 | | | | | | | |
| | | ELEMENTARY | 298 | 15.0 | 19.9 | 302 | $ 271.44 | 205 |
| | | SECONDARY | 542 | 32.3 | 16.8 | 330 | $ 291.33 | 156 |
| | | ADMINSTR. | 896 | 3.2 | 280.0 | 118 | $ 406.26 | 158 |
| | | TOTAL PROF | 896 | 60.5 | 14.8 | 322 | $ 293.09 | 159 |
| 224 WELLS | 3 3 3 5 | | | | | | | |
| | | ELEMENTARY | 373 | 21.0 | 17.8 | 368 | $ 233.63 | 405 |
| | | SECONDARY | 580 | 27.6 | 21.0 | 108 | $ 277.13 | 231 |
| | | ADMINSTR. | 1012 | 5.2 | 194.6 | 291 | $ 369.17 | 283 |
| | | TOTAL PROF | 1012 | 68.0 | 14.9 | 318 | $ 267.67 | 310 |
| 803 WHEATON | 3 3 3 5 | | | | | | | |
| | | ELEMENTARY | 355 | 15.0 | 23.7 | 154 | $ 262.50 | 268 |
| | | SECONDARY | 476 | 26.8 | 17.8 | 286 | $ 254.88 | 339 |
| | | ADMINSTR. | 883 | 5.0 | 176.2 | 326 | $ 387.83 | 219 |
| | | TOTAL PROF | 883 | 58.2 | 15.2 | 299 | $ 269.90 | 300 |
| AVERAGE FOR | 3 3 3 5 | ( 7 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 398 | 18.6 | 21.5 | | $ 278.59 | |
| | | SECONDARY | 611 | 31.2 | 19.5 | | $ 301.71 | |
| | | ADMINSTR. | 1074 | 4.8 | 229.7 | | $ 420.22 | |
| | | TOTAL PROF | 1074 | 67.6 | 15.8 | | $ 301.91 | |
| 912 MILACA* | 4 2 1 3 | | | | | | | |
| | | ELEMENTARY | 911 | 25.4 | 35.9 | 4 | $ 259.33 | 288 |
| | | SECONDARY | 1082 | 62.6 | 17.3 | 307 | $ 303.78 | 102 |
| | | ADMINSTR. | 2093 | 8.1 | 259.4 | 162 | $ 421.46 | 118 |
| | | TOTAL PROF | 2093 | 109.4 | 19.1 | 39 | $ 300.83 | 120 |
| AVERAGE FOR | 4 2 1 3 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 911 | 25.4 | 35.9 | | $ 259.33 | |
| | | SECONDARY | 1082 | 62.6 | 17.3 | | $ 303.78 | |
| | | ADMINSTR. | 2093 | 8.1 | 259.4 | | $ 421.46 | |
| | | TOTAL PROF | 2093 | 109.4 | 19.1 | | $ 300.83 | |
| 011 ANOKA | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 14942 | 511.5 | 29.2 | 16 | $ 275.09 | 181 |
| | | SECONDARY | 13612 | 591.3 | 23.0 | 38 | $ 289.91 | 166 |
| | | ADMINSTR. | 31281 | 83.4 | 375.1 | 17 | $ 439.77 | 65 |
| | | TOTAL PROF | 31281 | 1513.8 | 20.7 | 7 | $ 293.99 | 154 |
| 141 CHISAGO LAKES | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 863 | 36.0 | 24.0 | 140 | $ 247.36 | 352 |
| | | SECONDARY | 1056 | 52.0 | 20.3 | 151 | $ 264.05 | 295 |
| | | ADMINSTR. | 2055 | 7.2 | 284.2 | 107 | $ 397.85 | 183 |
| | | TOTAL PROF | 2055 | 114.5 | 17.9 | 97 | $ 267.54 | 311 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 750 COLD SPRING - RICHMOND | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 830 | 35.0 | 23.7 | 152 | $ 265.66 | 243 |
| | | SECONDARY | 1216 | 51.6 | 23.6 | 25 | $ 280.09 | 215 |
| | | ADMINSTR. | 2200 | 7.3 | 301.4 | 74 | $ 423.08 | 115 |
| | | TOTAL PROF | 2200 | 112.7 | 19.5 | 26 | $ 281.54 | 228 |
| 728 ELK RIVER | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 1801 | 78.0 | 23.1 | 181 | $ 286.60 | 122 |
| | | SECONDARY | 1940 | 80.6 | 24.1 | 15 | $ 331.40 | 56 |
| | | ADMINSTR. | 4102 | 12.6 | 325.6 | 39 | $ 487.28 | 31 |
| | | TOTAL PROF | 4102 | 210.2 | 19.5 | 27 | $ 323.19 | 64 |
| 192 FARMINGTON* | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 940 | 31.0 | 30.3 | 10 | $ 251.35 | 332 |
| | | SECONDARY | 1021 | 51.7 | 19.7 | 178 | $ 269.78 | 262 |
| | | ADMINSTR. | 2117 | 5.2 | 409.5 | 9 | $ 392.95 | 200 |
| | | TOTAL PROF | 2117 | 110.3 | 19.2 | 37 | $ 264.79 | 333 |
| 831 FOREST LAKE | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 2654 | 102.9 | 25.8 | 62 | $ 256.90 | 301 |
| | | SECONDARY | 2867 | 136.8 | 21.0 | 113 | $ 259.47 | 309 |
| | | ADMINSTR. | 6012 | 17.9 | 336.1 | 33 | $ 444.31 | 59 |
| | | TOTAL PROF | 6012 | 307.5 | 19.6 | 25 | $ 273.45 | 274 |
| 194 LAKEVILLE | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 1249 | 49.0 | 25.5 | 73 | $ 249.96 | 341 |
| | | SECONDARY | 1379 | 62.0 | 22.2 | 59 | $ 279.67 | 219 |
| | | ADMINSTR. | 2858 | 9.7 | 294.6 | 87 | $ 415.37 | 136 |
| | | TOTAL PROF | 2858 | 154.6 | 18.5 | 70 | $ 272.84 | 279 |
| 740 MELROSE | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 589 | 32.4 | 18.2 | 359 | $ 241.19 | 375 |
| | | SECONDARY | 1338 | 63.8 | 21.0 | 111 | $ 307.48 | 88 |
| | | ADMINSTR. | 2095 | 4.4 | 477.2 | 3 | $ 378.18 | 254 |
| | | TOTAL PROF | 2095 | 117.9 | 17.8 | 110 | $ 289.31 | 181 |
| 721 NEW PRAGUE | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 709 | 32.5 | 21.8 | 231 | $ 231.31 | 408 |
| | | SECONDARY | 1302 | 50.7 | 25.7 | 3 | $ 304.70 | 101 |
| | | ADMINSTR. | 2181 | 5.0 | 436.2 | 6 | $ 424.66 | 106 |
| | | TOTAL PROF | 2181 | 109.2 | 20.0 | 13 | $ 279.49 | 244 |
| 138 NORTH BRANCH | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 990 | 33.0 | 30.0 | 12 | $ 254.01 | 317 |
| | | SECONDARY | 938 | 40.5 | 23.1 | 37 | $ 263.67 | 296 |
| | | ADMINSTR. | 2071 | 6.8 | 303.2 | 72 | $ 388.43 | 216 |
| | | TOTAL PROF | 2071 | 96.6 | 21.4 | 1 | $ 269.34 | 302 |
| 196 ROSEMOUNT* | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 4495 | 154.5 | 29.1 | 20 | $ 239.63 | 380 |
| | | SECONDARY | 3132 | 150.2 | 20.8 | 122 | $ 268.96 | 270 |
| | | ADMINSTR. | 8537 | 22.7 | 376.6 | 16 | $ 458.60 | 50 |
| | | TOTAL PROF | 8537 | 411.6 | 20.7 | 5 | $ 262.28 | 344 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 015 ST FRANCIS | 4 2 2 1 | | | | | | | |
| | | ELEMENTARY | 1477 | 51.0 | 29.0 | 22 | $ 278.27 | 165 |
| | | SECONDARY | 1391 | 81.4 | 17.1 | 317 | $ 282.69 | 201 |
| | | ADMINSTR. | 3128 | 9.9 | 316.3 | 47 | $ 445.12 | 58 |
| | | TOTAL PROF | 3128 | 166.2 | 18.8 | 55 | $ 290.04 | 178 |
| AVERAGE FOR | 4 2 2 1 | (12 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 2628 | 95.6 | 25.8 | | $ 256.44 | |
| | | SECONDARY | 2599 | 117.7 | 21.8 | | $ 283.49 | |
| | | ADMINSTR. | 5719 | 16.0 | 353.0 | | $ 424.63 | |
| | | TOTAL PROF | 5719 | 285.4 | 19.5 | | $ 280.65 | |
| 199 INVER GROVE - PINE BEND | 4 2 2 2 | | | | | | | |
| | | ELEMENTARY | 1968 | 78.5 | 25.1 | 91 | $ 275.02 | 182 |
| | | SECONDARY | 1989 | 85.1 | 23.4 | 30 | $ 287.91 | 178 |
| | | ADMINSTR. | 4299 | 14.7 | 291.9 | 94 | $ 424.02 | 111 |
| | | TOTAL PROF | 4299 | 208.9 | 20.6 | 9 | $ 297.95 | 130 |
| 332 MORA | 4 2 2 2 | | | | | | | |
| | | ELEMENTARY | 815 | 28.0 | 29.1 | 19 | $ 267.72 | 230 |
| | | SECONDARY | 915 | 37.7 | 24.3 | 8 | $ 286.41 | 184 |
| | | ADMINSTR. | 1852 | 7.5 | 246.9 | 185 | $ 382.02 | 241 |
| | | TOTAL PROF | 1852 | 91.1 | 20.3 | 11 | $ 288.54 | 189 |
| 309 PARK RAPIDS * | 4 2 2 2 | | | | | | | |
| | | ELEMENTARY | 914 | 20.0 | 45.7 | 1 | $ 282.89 | 136 |
| | | SECONDARY | 1126 | 67.8 | 16.6 | 340 | $ 303.40 | 106 |
| | | ADMINSTR. | 2161 | 6.4 | 337.7 | 31 | $ 373.75 | 268 |
| | | TOTAL PROF | 2161 | 120.7 | 17.9 | 101 | $ 299.99 | 123 |
| 047 SAUK RAPIDS | 4 2 2 2 | | | | | | | |
| | | ELEMENTARY | 1026 | 46.5 | 22.1 | 216 | $ 239.04 | 383 |
| | | SECONDARY | 1148 | 56.3 | 20.4 | 147 | $ 279.47 | 220 |
| | | ADMINSTR. | 2387 | 8.1 | 294.7 | 86 | $ 377.84 | 255 |
| | | TOTAL PROF | 2387 | 132.3 | 18.0 | 88 | $ 266.23 | 322 |
| AVERAGE FOR | 4 2 2 2 | ( 4 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 1180 | 43.3 | 30.5 | | $ 266.17 | |
| | | SECONDARY | 1294 | 61.7 | 21.2 | | $ 289.30 | |
| | | ADMINSTR. | 2674 | 9.2 | 292.8 | | $ 389.40 | |
| | | TOTAL PROF | 2674 | 138.2 | 19.2 | | $ 288.18 | |
| 022 DETROIT LAKES | 4 2 2 3 | | | | | | | |
| | | ELEMENTARY | 1344 | 55.5 | 24.2 | 124 | $ 256.19 | 307 |
| | | SECONDARY | 1781 | 77.7 | 22.9 | 40 | $ 267.32 | 278 |
| | | ADMINSTR. | 3344 | 11.5 | 290.8 | 97 | $ 369.57 | 282 |
| | | TOTAL PROF | 3344 | 174.0 | 19.2 | 35 | $ 269.32 | 303 |
| 051 FOLEY | 4 2 2 3 | | | | | | | |
| | | ELEMENTARY | 753 | 30.0 | 25.1 | 89 | $ 281.42 | 144 |
| | | SECONDARY | 1038 | 46.9 | 22.1 | 62 | $ 270.63 | 258 |
| | | ADMINSTR. | 1916 | 3.7 | 522.1 | 1 | $ 433.80 | 75 |
| | | TOTAL PROF | 1916 | 96.8 | 19.8 | 19 | $ 285.04 | 202 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| AVERAGE FOR | 4 2 2 3 | ( 2 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 1048 | 42.8 | 24.7 | | $ 268.80 | |
| | | SECONDARY | 1409 | 62.3 | 22.5 | | $ 268.97 | |
| | | ADMINSTR. | 2630 | 7.6 | 406.4 | | $ 401.69 | |
| | | TOTAL PROF | 2630 | 135.4 | 19.5 | | $ 277.18 | |
| 012 CENTENNIAL | 4 3 1 3 | | | | | | | |
| | | ELEMENTARY | 1527 | 56.0 | 27.3 | 33 | $ 277.10 | 170 |
| | | SECONDARY | 1543 | 75.5 | 20.4 | 142 | $ 290.70 | 160 |
| | | ADMINSTR. | 3304 | 16.3 | 202.7 | 284 | $ 422.28 | 117 |
| | | TOTAL PROF | 3304 | 176.2 | 18.7 | 59 | $ 301.20 | 118 |
| 700 HERMANTOWN | 4 3 1 3 | | | | | | | |
| | | ELEMENTARY | 894 | 37.0 | 24.2 | 129 | $ 309.25 | 58 |
| | | SECONDARY | 966 | 43.8 | 22.1 | 67 | $ 361.34 | 28 |
| | | ADMINSTR. | 1972 | 8.0 | 246.5 | 188 | $ 437.58 | 69 |
| | | TOTAL PROF | 1972 | 104.1 | 18.9 | 49 | $ 346.87 | 31 |
| 381 LAKE SUPERIOR* | 4 3 1 3 | | | | | | | |
| | | ELEMENTARY | 1601 | 59.8 | 26.8 | 39 | $ 357.83 | 10 |
| | | SECONDARY | 2100 | 99.9 | 21.0 | 109 | $ 369.51 | 21 |
| | | ADMINSTR. | 3921 | 13.3 | 293.9 | 90 | $ 496.20 | 28 |
| | | TOTAL PROF | 3921 | 206.0 | 19.0 | 46 | $ 368.46 | 20 |
| 704 PROCTOR | 4 3 1 3 | | | | | | | |
| | | ELEMENTARY | 1137 | 44.0 | 25.8 | 61 | $ 280.30 | 152 |
| | | SECONDARY | 1503 | 61.2 | 24.6 | 7 | $ 324.70 | 65 |
| | | ADMINSTR. | 2812 | 9.0 | 312.4 | 54 | $ 472.56 | 42 |
| | | TOTAL PROF | 2812 | 133.8 | 21.0 | 3 | $ 321.85 | 66 |
| AVERAGE FOR | 4 3 1 3 | ( 4 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 1289 | 49.2 | 26.0 | | $ 306.12 | |
| | | SECONDARY | 1528 | 70.1 | 22.0 | | $ 336.56 | |
| | | ADMINSTR. | 3002 | 11.7 | 263.9 | | $ 457.15 | |
| | | TOTAL PROF | 3002 | 155.1 | 19.4 | | $ 334.60 | |
| 877 BUFFALO | 4 3 2 1 | | | | | | | |
| | | ELEMENTARY | 1402 | 54.5 | 25.7 | 64 | $ 268.59 | 222 |
| | | SECONDARY | 1488 | 61.6 | 24.1 | 12 | $ 350.14 | 37 |
| | | ADMINSTR. | 3169 | 7.0 | 452.7 | 5 | $ 407.63 | 155 |
| | | TOTAL PROF | 3169 | 150.5 | 21.0 | 2 | $ 315.56 | 77 |
| 911 CAMBRIDGE | 4 3 2 1 | | | | | | | |
| | | ELEMENTARY | 1533 | 61.5 | 24.9 | 99 | $ 285.74 | 125 |
| | | SECONDARY | 1741 | 78.8 | 22.1 | 65 | $ 308.15 | 87 |
| | | ADMINSTR. | 3524 | 12.2 | 288.9 | 101 | $ 436.21 | 72 |
| | | TOTAL PROF | 3524 | 210.4 | 16.7 | 180 | $ 301.57 | 117 |
| 656 FARIBAULT | 4 3 2 1 | | | | | | | |
| | | ELEMENTARY | 1942 | 73.9 | 26.3 | 51 | $ 262.81 | 265 |
| | | SECONDARY | 2078 | 102.9 | 20.2 | 153 | $ 284.66 | 193 |
| | | ADMINSTR. | 4374 | 19.5 | 223.8 | 230 | $ 383.53 | 237 |
| | | TOTAL PROF | 4374 | 262.8 | 16.6 | 189 | $ 279.62 | 241 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 200 HASTINGS | 4 3 2 1 | | | | | | | |
| | | ELEMENTARY | 2136 | 80.0 | 26.7 | 41 | $ 247.65 | 350 |
| | | SECONDARY | 2696 | 124.5 | 21.7 | 81 | $ 282.64 | 202 |
| | | ADMINSTR. | 5251 | 17.0 | 308.9 | 62 | $ 401.45 | 175 |
| | | TOTAL PROF | 5251 | 273.9 | 19.2 | 38 | $ 280.74 | 232 |
| 477 PRINCETON | 4 3 2 1 | | | | | | | |
| | | ELEMENTARY | 1211 | 54.0 | 22.4 | 200 | $ 303.97 | 70 |
| | | SECONDARY | 1218 | 55.0 | 22.1 | 63 | $ 338.57 | 51 |
| | | ADMINSTR. | 2608 | 8.5 | 305.0 | 67 | $ 520.93 | 17 |
| | | TOTAL PROF | 2608 | 147.2 | 17.7 | 114 | $ 338.37 | 42 |
| 719 PRIOR LAKE | 4 3 2 1 | | | | | | | |
| | | ELEMENTARY | 1144 | 44.0 | 26.0 | 59 | $ 252.18 | 325 |
| | | SECONDARY | 1222 | 56.3 | 21.7 | 78 | $ 262.61 | 299 |
| | | ADMINSTR. | 2621 | 8.7 | 300.9 | 76 | $ 428.78 | 85 |
| | | TOTAL PROF | 2621 | 136.1 | 19.3 | 32 | $ 270.61 | 295 |
| 833 SOUTH WASHINGTON COUNTY | 4 3 2 1 | | | | | | | |
| | | ELEMENTARY | 4976 | 201.0 | 24.8 | 108 | $ 264.40 | 253 |
| | | SECONDARY | 4942 | 230.2 | 21.5 | 91 | $ 290.20 | 165 |
| | | ADMINSTR. | 10674 | 34.0 | 313.9 | 51 | $ 451.07 | 52 |
| | | TOTAL PROF | 10674 | 560.5 | 19.0 | 45 | $ 293.99 | 152 |
| AVERAGE FOR | 4 3 2 1 | ( 7 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 2049 | 81.3 | 25.3 | | $ 269.34 | |
| | | SECONDARY | 2197 | 101.4 | 21.9 | | $ 302.42 | |
| | | ADMINSTR. | 4603 | 15.3 | 313.5 | | $ 432.80 | |
| | | TOTAL PROF | 4603 | 248.8 | 18.5 | | $ 297.21 | |
| 206 ALEXANDRIA | 4 3 2 2 | | | | | | | |
| | | ELEMENTARY | 1596 | 63.7 | 25.1 | 92 | $ 253.50 | 318 |
| | | SECONDARY | 2090 | 88.1 | 23.7 | 23 | $ 299.45 | 122 |
| | | ADMINSTR. | 3937 | 12.7 | 309.3 | 60 | $ 412.49 | 141 |
| | | TOTAL PROF | 3937 | 199.1 | 19.8 | 20 | $ 291.04 | 170 |
| 031 BEMIDJI | 4 3 2 2 | | | | | | | |
| | | ELEMENTARY | 1934 | 76.0 | 25.4 | 74 | $ 269.41 | 216 |
| | | SECONDARY | 2419 | 104.2 | 23.2 | 33 | $ 293.45 | 146 |
| | | ADMINSTR. | 4635 | 17.5 | 264.9 | 153 | $ 428.58 | 88 |
| | | TOTAL PROF | 4635 | 248.2 | 18.7 | 63 | $ 291.37 | 169 |
| 621 MOUNDS VIEW | 4 3 2 2 | | | | | | | |
| | | ELEMENTARY | 6406 | 252.3 | 25.4 | 76 | $ 327.54 | 31 |
| | | SECONDARY | 6936 | 339.9 | 20.4 | 143 | $ 382.69 | 13 |
| | | ADMINSTR. | 14475 | 42.0 | 344.6 | 28 | $ 459.70 | 48 |
| | | TOTAL PROF | 14475 | 784.2 | 18.5 | 72 | $ 365.92 | 22 |
| 279 OSSEO | 4 3 2 2 | | | | | | | |
| | | ELEMENTARY | 6458 | 237.0 | 27.2 | 34 | $ 303.38 | 71 |
| | | SECONDARY | 6354 | 276.2 | 23.0 | 39 | $ 326.37 | 60 |
| | | ADMINSTR. | 13869 | 43.4 | 319.6 | 45 | $ 539.17 | 9 |
| | | TOTAL PROF | 13869 | 670.7 | 20.7 | 6 | $ 337.37 | 46 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 742 ST CLOUD | 4 3 2 2 | | | | | | | |
| | | ELEMENTARY | 4644 | 181.0 | 25.7 | 67 | $ 300.35 | 76 |
| | | SECONDARY | 6395 | 280.0 | 22.8 | 43 | $ 345.82 | 42 |
| | | ADMINSTR. | 11873 | 46.0 | 258.1 | 166 | $ 470.29 | 43 |
| | | TOTAL PROF | 11873 | 627.5 | 18.9 | 50 | $ 336.79 | 49 |
| AVERAGE FOR | 4 3 2 2 | ( 5 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 4207 | 162.0 | 25.8 | | $ 290.83 | |
| | | SECONDARY | 4838 | 217.7 | 22.6 | | $ 329.56 | |
| | | ADMINSTR. | 9757 | 32.3 | 299.3 | | $ 462.05 | |
| | | TOTAL PROF | 9757 | 506.0 | 19.3 | | $ 324.50 | |
| 691 AURORA - HOYT LAKES | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 965 | 41.5 | 23.3 | 175 | $ 348.90 | 14 |
| | | SECONDARY | 1300 | 72.7 | 17.9 | 278 | $ 325.04 | 64 |
| | | ADMINSTR. | 2419 | 11.0 | 219.9 | 237 | $ 457.86 | 51 |
| | | TOTAL PROF | 2419 | 150.7 | 16.0 | 238 | $ 343.28 | 37 |
| 181 BRAINERD | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 2665 | 117.4 | 22.7 | 190 | $ 321.37 | 38 |
| | | SECONDARY | 3228 | 155.4 | 20.8 | 125 | $ 336.92 | 55 |
| | | ADMINSTR. | 6301 | 18.2 | 346.2 | 27 | $ 448.57 | 55 |
| | | TOTAL PROF | 6301 | 374.5 | 16.8 | 174 | $ 331.04 | 56 |
| 595 EAST GRAND FORKS | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 926 | 38.0 | 24.4 | 118 | $ 297.71 | 84 |
| | | SECONDARY | 1079 | 58.5 | 18.4 | 250 | $ 302.83 | 108 |
| | | ADMINSTR. | 2171 | 10.0 | 217.1 | 246 | $ 439.64 | 66 |
| | | TOTAL PROF | 2171 | 130.2 | 16.7 | 186 | $ 310.68 | 89 |
| 014 FRIDLEY | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 2140 | 86.0 | 24.9 | 100 | $ 310.75 | 54 |
| | | SECONDARY | 2780 | 135.1 | 20.6 | 133 | $ 317.33 | 73 |
| | | ADMINSTR. | 5269 | 18.2 | 289.0 | 100 | $ 541.14 | 7 |
| | | TOTAL PROF | 5269 | 273.4 | 19.3 | 31 | $ 340.15 | 38 |
| 361 INTERNATIONAL FALLS | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 1250 | 49.0 | 25.5 | 71 | $ 319.49 | 40 |
| | | SECONDARY | 1758 | 87.8 | 20.0 | 159 | $ 349.38 | 38 |
| | | ADMINSTR. | 3231 | 11.4 | 283.4 | 109 | $ 427.52 | 94 |
| | | TOTAL PROF | 3231 | 172.9 | 18.7 | 61 | $ 347.10 | 30 |
| 482 LITTLE FALLS* | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 1627 | 56.5 | 28.8 | 23 | $ 271.42 | 206 |
| | | SECONDARY | 2061 | 92.1 | 22.4 | 55 | $ 301.54 | 115 |
| | | ADMINSTR. | 3943 | 13.2 | 298.7 | 81 | $ 425.06 | 101 |
| | | TOTAL PROF | 3943 | 201.0 | 19.6 | 24 | $ 300.28 | 122 |
| 832 MAHTOMEDI* | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 817 | 26.5 | 30.8 | 8 | $ 314.30 | 46 |
| | | SECONDARY | 1025 | 47.0 | 21.8 | 74 | $ 315.31 | 75 |
| | | ADMINSTR. | 1975 | 8.2 | 239.7 | 202 | $ 485.14 | 34 |
| | | TOTAL PROF | 1975 | 105.7 | 18.7 | 62 | $ 328.47 | 58 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) | | AVE. WEEKLY FTE (TEACHER OR STAFF) | |
|---|---|---|---|---|---|---|---|---|
| | | | | | RATIO | RANK | SALARY | RANK |
| 129 MONTEVIDEO* | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 863 | 44.5 | 19.4 | 322 | $ 257.40 | 297 |
| | | SECONDARY | 953 | 54.5 | 17.5 | 302 | $ 296.71 | 129 |
| | | ADMINSTR. | 1959 | 11.0 | 178.1 | 321 | $ 368.17 | 286 |
| | | TOTAL PROF | 1959 | 136.6 | 14.3 | 347 | $ 290.22 | 177 |
| 152 MOORHEAD | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 2765 | 134.3 | 20.6 | 283 | $ 324.66 | 35 |
| | | SECONDARY | 3538 | 180.8 | 19.6 | 185 | $ 350.31 | 36 |
| | | ADMINSTR. | 6749 | 21.3 | 317.5 | 46 | $ 485.97 | 33 |
| | | TOTAL PROF | 6749 | 424.5 | 15.9 | 252 | $ 345.59 | 34 |
| 659 NORTHFIELD | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 1333 | 57.3 | 23.3 | 174 | $ 269.45 | 215 |
| | | SECONDARY | 1613 | 82.5 | 19.6 | 187 | $ 296.56 | 130 |
| | | ADMINSTR. | 3183 | 13.0 | 244.8 | 195 | $ 409.59 | 149 |
| | | TOTAL PROF | 3183 | 193.4 | 16.5 | 206 | $ 297.37 | 136 |
| 016 SPRING LAKE PARK | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 2352 | 94.9 | 24.8 | 107 | $ 311.26 | 52 |
| | | SECONDARY | 2173 | 103.9 | 20.9 | 118 | $ 342.65 | 45 |
| | | ADMINSTR. | 4923 | 16.2 | 304.1 | 70 | $ 482.66 | 37 |
| | | TOTAL PROF | 4923 | 273.0 | 18.0 | 90 | $ 335.25 | 50 |
| 508 ST PETER | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 860 | 36.0 | 23.9 | 144 | $ 275.97 | 177 |
| | | SECONDARY | 1209 | 52.8 | 22.9 | 42 | $ 296.29 | 132 |
| | | ADMINSTR. | 2217 | 6.4 | 346.4 | 26 | $ 424.67 | 105 |
| | | TOTAL PROF | 2217 | 122.0 | 18.2 | 84 | $ 296.48 | 140 |
| 564 THIEF RIVER FALLS* | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 1340 | 52.2 | 25.7 | 65 | $ 271.45 | 203 |
| | | SECONDARY | 1599 | 67.6 | 23.6 | 24 | $ 325.84 | 62 |
| | | ADMINSTR. | 3178 | 8.2 | 385.7 | 13 | $ 442.35 | 63 |
| | | TOTAL PROF | 3178 | 166.9 | 19.0 | 44 | $ 304.51 | 99 |
| 624 WHITE BEAR LAKE | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 4496 | 170.0 | 26.4 | 47 | $ 287.18 | 119 |
| | | SECONDARY | 5203 | 216.6 | 24.0 | 17 | $ 362.23 | 27 |
| | | ADMINSTR. | 10470 | 38.5 | 271.7 | 138 | $ 416.38 | 130 |
| | | TOTAL PROF | 10470 | 548.5 | 19.1 | 40 | $ 329.19 | 57 |
| 347 WILLMAR | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 1779 | 75.5 | 23.6 | 160 | $ 256.82 | 303 |
| | | SECONDARY | 2180 | 106.0 | 20.6 | 135 | $ 304.70 | 100 |
| | | ADMINSTR. | 4251 | 18.0 | 236.2 | 209 | $ 416.57 | 129 |
| | | TOTAL PROF | 4251 | 257.9 | 16.5 | 205 | $ 292.66 | 162 |
| 861 WINONA* | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 2641 | 106.4 | 24.8 | 105 | $ 263.83 | 258 |
| | | SECONDARY | 2985 | 151.7 | 19.7 | 181 | $ 306.47 | 95 |
| | | ADMINSTR. | 6076 | 15.2 | 399.7 | 12 | $ 484.49 | 35 |
| | | TOTAL PROF | 6076 | 339.8 | 17.9 | 102 | $ 300.68 | 121 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 518 WORTHINGTON | 4 3 2 3 | | | | | | | |
| | | ELEMENTARY | 1215 | 60.0 | 20.3 | 289 | $ 312.58 | 50 |
| | | SECONDARY | 1727 | 89.4 | 19.3 | 198 | $ 325.32 | 63 |
| | | ADMINSTR. | 3164 | 11.2 | 281.7 | 112 | $ 413.03 | 140 |
| | | TOTAL PROF | 3164 | 200.8 | 15.8 | 265 | $ 324.19 | 63 |
| AVERAGE FOR | 4 3 2 3 | (17 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 1766 | 73.3 | 24.3 | | $ 294.97 | |
| | | SECONDARY | 2141 | 103.2 | 20.6 | | $ 320.91 | |
| | | ADMINSTR. | 4204 | 14.7 | 285.9 | | $ 445.22 | |
| | | TOTAL PROF | 4204 | 239.5 | 17.5 | | $ 318.66 | |
| 241 ALBERT LEA | 4 3 2 4 | | | | | | | |
| | | ELEMENTARY | 2807 | 117.0 | 24.0 | 138 | $ 280.92 | 149 |
| | | SECONDARY | 3381 | 168.6 | 20.1 | 157 | $ 289.56 | 167 |
| | | ADMINSTR. | 6645 | 24.1 | 275.2 | 127 | $ 368.63 | 285 |
| | | TOTAL PROF | 6645 | 358.5 | 18.5 | 68 | $ 294.65 | 149 |
| 094 CLOQUET | 4 3 2 4 | | | | | | | |
| | | ELEMENTARY | 1382 | 64.5 | 21.4 | 253 | $ 325.98 | 32 |
| | | SECONDARY | 1810 | 94.5 | 19.2 | 204 | $ 356.82 | 32 |
| | | ADMINSTR. | 3403 | 13.8 | 246.6 | 187 | $ 419.72 | 124 |
| | | TOTAL PROF | 3403 | 214.2 | 15.9 | 253 | $ 347.50 | 29 |
| 013 COLUMBIA HEIGHTS | 4 3 2 4 | | | | | | | |
| | | ELEMENTARY | 2674 | 106.3 | 25.1 | 87 | $ 339.90 | 20 |
| | | SECONDARY | 3567 | 164.6 | 21.7 | 80 | $ 379.89 | 16 |
| | | ADMINSTR. | 6681 | 23.8 | 280.4 | 117 | $ 527.79 | 13 |
| | | TOTAL PROF | 6681 | 357.5 | 18.7 | 60 | $ 374.84 | 14 |
| 544 FERGUS FALLS | 4 3 2 4 | | | | | | | |
| | | ELEMENTARY | 1573 | 66.0 | 23.8 | 148 | $ 254.54 | 314 |
| | | SECONDARY | 2009 | 86.7 | 23.2 | 35 | $ 282.05 | 205 |
| | | ADMINSTR. | 3856 | 14.0 | 274.4 | 128 | $ 413.97 | 138 |
| | | TOTAL PROF | 3856 | 222.5 | 17.3 | 138 | $ 279.18 | 246 |
| 006 SOUTH ST PAUL | 4 3 2 4 | | | | | | | |
| | | ELEMENTARY | 2063 | 84.5 | 24.4 | 115 | $ 386.55 | 2 |
| | | SECONDARY | 2795 | 134.9 | 20.7 | 127 | $ 393.29 | 7 |
| | | ADMINSTR. | 5207 | 18.8 | 277.4 | 120 | $ 506.69 | 25 |
| | | TOTAL PROF | 5207 | 284.0 | 18.3 | 77 | $ 397.36 | 5 |
| AVERAGE FOR | 4 3 2 4 | ( 5 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 2099 | 87.7 | 23.8 | | $ 317.58 | |
| | | SECONDARY | 2712 | 129.8 | 21.0 | | $ 340.32 | |
| | | ADMINSTR. | 5158 | 18.9 | 270.8 | | $ 447.36 | |
| | | TOTAL PROF | 5158 | 287.4 | 17.8 | | $ 338.70 | |
| 492 AUSTIN | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 2578 | 108.5 | 23.8 | 151 | $ 304.21 | 69 |
| | | SECONDARY | 3488 | 158.6 | 22.0 | 70 | $ 321.06 | 68 |
| | | ADMINSTR. | 6522 | 32.6 | 199.8 | 286 | $ 426.73 | 97 |
| | | TOTAL PROF | 6522 | 384.2 | 17.0 | 162 | $ 321.49 | 67 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 286 BROOKLYN CENTER | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 779 | 31.0 | 25.1 | 88 | $ 355.40 | 12 |
| | | SECONDARY | 1088 | 51.8 | 21.0 | 110 | $ 359.56 | 29 |
| | | ADMINSTR. | 1996 | 7.9 | 252.7 | 175 | $ 504.33 | 26 |
| | | TOTAL PROF | 1996 | 110.5 | 18.1 | 87 | $ 371.11 | 19 |
| 316 COLERAINE | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 892 | 45.5 | 19.6 | 312 | $ 340.98 | 18 |
| | | SECONDARY | 1078 | 55.1 | 19.6 | 184 | $ 376.70 | 17 |
| | | ADMINSTR. | 2108 | 8.0 | 263.5 | 158 | $ 475.57 | 40 |
| | | TOTAL PROF | 2108 | 129.9 | 16.2 | 221 | $ 366.94 | 21 |
| 701 HIBBING | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 1899 | 81.4 | 23.3 | 169 | $ 364.05 | 6 |
| | | SECONDARY | 2666 | 126.6 | 21.1 | 107 | $ 383.55 | 12 |
| | | ADMINSTR. | 4877 | 14.0 | 348.4 | 23 | $ 460.14 | 47 |
| | | TOTAL PROF | 4877 | 259.6 | 18.8 | 56 | $ 384.29 | 10 |
| 465 LITCHFIELD | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 822 | 34.0 | 24.2 | 128 | $ 297.86 | 83 |
| | | SECONDARY | 1133 | 57.9 | 19.6 | 186 | $ 344.62 | 43 |
| | | ADMINSTR. | 2088 | 6.0 | 348.0 | 24 | $ 437.66 | 67 |
| | | TOTAL PROF | 2088 | 124.0 | 16.8 | 172 | $ 331.64 | 54 |
| 281 ROBBINSDALE* | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 10273 | 405.6 | 25.3 | 79 | $ 358.00 | 8 |
| | | SECONDARY | 12852 | 554.6 | 23.2 | 36 | $ 404.30 | 6 |
| | | ADMINSTR. | 24890 | 76.5 | 325.4 | 40 | $ 548.82 | 5 |
| | | TOTAL PROF | 24890 | 1294.9 | 19.2 | 34 | $ 398.85 | 4 |
| 710 ST LOUIS COUNTY | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 1309 | 56.6 | 23.1 | 180 | $ 306.63 | 64 |
| | | SECONDARY | 1611 | 88.4 | 18.2 | 256 | $ 341.00 | 48 |
| | | ADMINSTR. | 3119 | 12.3 | 252.6 | 176 | $ 444.21 | 60 |
| | | TOTAL PROF | 3119 | 193.8 | 16.1 | 232 | $ 337.20 | 47 |
| 706 VIRGINIA | 4 3 2 5 | | | | | | | |
| | | ELEMENTARY | 1030 | 39.4 | 26.1 | 55 | $ 332.80 | 25 |
| | | SECONDARY | 1583 | 77.6 | 20.4 | 144 | $ 357.46 | 31 |
| | | ADMINSTR. | 2794 | 15.4 | 181.1 | 311 | $ 429.36 | 84 |
| | | TOTAL PROF | 2794 | 162.9 | 17.1 | 153 | $ 345.87 | 33 |
| AVERAGE FOR | 4 3 2 5 | ( 8 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 2447 | 100.2 | 23.8 | | $ 332.49 | |
| | | SECONDARY | 3187 | 146.3 | 20.6 | | $ 361.03 | |
| | | ADMINSTR. | 6049 | 21.6 | 271.4 | | $ 465.85 | |
| | | TOTAL PROF | 6049 | 332.5 | 17.4 | | $ 357.18 | |
| 191 BURNSVILLE | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 5119 | 204.5 | 25.0 | 93 | $ 287.68 | 117 |
| | | SECONDARY | 4748 | 223.4 | 21.3 | 98 | $ 337.00 | 54 |
| | | ADMINSTR. | 10807 | 35.0 | 308.9 | 61 | $ 516.23 | 21 |
| | | TOTAL PROF | 10807 | 561.6 | 19.2 | 33 | $ 320.33 | 69 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 112 CHASKA | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 1374 | 55.0 | 25.0 | 96 | $ 304.53 | 67 |
| | | SECONDARY | 1552 | 74.3 | 20.9 | 120 | $ 342.91 | 44 |
| | | ADMINSTR. | 3168 | 11.8 | 268.5 | 148 | $ 428.71 | 86 |
| | | TOTAL PROF | 3168 | 181.5 | 17.4 | 126 | $ 334.36 | 51 |
| 272 EDEN PRAIRIE | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 1075 | 40.5 | 26.5 | 45 | $ 327.78 | 29 |
| | | SECONDARY | 1165 | 56.3 | 20.7 | 129 | $ 321.78 | 67 |
| | | ADMINSTR. | 2416 | 7.4 | 326.5 | 38 | $ 519.86 | 18 |
| | | TOTAL PROF | 2416 | 130.8 | 18.5 | 71 | $ 338.09 | 45 |
| 882 MONTICELLO | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 876 | 32.0 | 27.4 | 31 | $ 289.26 | 106 |
| | | SECONDARY | 878 | 38.6 | 22.7 | 46 | $ 296.34 | 131 |
| | | ADMINSTR. | 1896 | 7.0 | 270.9 | 141 | $ 319.19 | 405 |
| | | TOTAL PROF | 1896 | 102.9 | 18.4 | 74 | $ 292.57 | 163 |
| 720 SHAKOPEE* | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 1073 | 43.0 | 25.0 | 98 | $ 258.91 | 289 |
| | | SECONDARY | 1243 | 68.2 | 18.2 | 257 | $ 285.05 | 191 |
| | | ADMINSTR. | 2536 | 7.4 | 342.7 | 30 | $ 458.64 | 49 |
| | | TOTAL PROF | 2536 | 156.6 | 16.2 | 222 | $ 282.53 | 221 |
| 834 STILLWATER | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 3695 | 136.5 | 27.1 | 36 | $ 324.93 | 34 |
| | | SECONDARY | 3814 | 182.8 | 20.9 | 121 | $ 347.79 | 40 |
| | | ADMINSTR. | 8141 | 27.8 | 293.1 | 92 | $ 514.88 | 22 |
| | | TOTAL PROF | 8141 | 423.7 | 19.2 | 36 | $ 356.86 | 25 |
| 829 WASECA* | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 897 | 26.0 | 34.5 | 5 | $ 327.64 | 30 |
| | | SECONDARY | 1244 | 76.0 | 16.4 | 347 | $ 321.00 | 69 |
| | | ADMINSTR. | 2308 | 10.1 | 229.4 | 221 | $ 389.01 | 214 |
| | | TOTAL PROF | 2308 | 127.6 | 18.1 | 85 | $ 325.70 | 61 |
| 284 WAYZATA | 4 3 3 1 | | | | | | | |
| | | ELEMENTARY | 2891 | 110.7 | 26.1 | 56 | $ 315.60 | 45 |
| | | SECONDARY | 3264 | 138.8 | 23.5 | 27 | $ 352.41 | 35 |
| | | ADMINSTR. | 6656 | 22.1 | 300.8 | 77 | $ 508.10 | 24 |
| | | TOTAL PROF | 6656 | 334.7 | 19.9 | 16 | $ 346.08 | 32 |
| AVERAGE FOR | 4 3 3 1 | ( 8 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 2125 | 81.0 | 27.1 | | $ 304.54 | |
| | | SECONDARY | 2238 | 107.3 | 20.6 | | $ 325.54 | |
| | | ADMINSTR. | 4741 | 16.1 | 292.6 | | $ 456.83 | |
| | | TOTAL PROF | 4741 | 252.4 | 18.4 | | $ 324.56 | |
| 077 MANKATO | 4 3 3 2 | | | | | | | |
| | | ELEMENTARY | 3400 | 134.0 | 25.4 | 78 | $ 310.19 | 56 |
| | | SECONDARY | 4010 | 194.0 | 20.7 | 130 | $ 313.05 | 77 |
| | | ADMINSTR. | 7999 | 31.0 | 258.0 | 167 | $ 408.45 | 152 |
| | | TOTAL PROF | 7999 | 447.7 | 17.9 | 104 | $ 321.32 | 60 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| AVERAGE FOR | 4 3 3 2 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 3400 | 134.0 | 25.4 | | $ 310.19 | |
| | | SECONDARY | 4010 | 194.0 | 20.7 | | $ 313.05 | |
| | | ADMINSTR. | 7999 | 31.0 | 258.0 | | $ 408.45 | |
| | | TOTAL PROF | 7999 | 447.7 | 17.9 | | $ 321.32 | |
| 318 GRAND RAPIDS* | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 2184 | 88.6 | 24.6 | 111 | $ 305.50 | 65 |
| | | SECONDARY | 2761 | 139.1 | 19.8 | 169 | $ 342.18 | 46 |
| | | ADMINSTR. | 5260 | 19.2 | 273.4 | 136 | $ 414.73 | 137 |
| | | TOTAL PROF | 5260 | 289.2 | 18.2 | 82 | $ 332.02 | 52 |
| 423 HUTCHINSON | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 986 | 37.0 | 26.6 | 43 | $ 337.62 | 21 |
| | | SECONDARY | 1277 | 62.7 | 20.4 | 148 | $ 330.67 | 57 |
| | | ADMINSTR. | 2469 | 11.0 | 224.5 | 229 | $ 391.68 | 204 |
| | | TOTAL PROF | 2469 | 137.0 | 18.0 | 92 | $ 331.52 | 55 |
| 276 MINNETONKA | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 3233 | 125.5 | 25.8 | 63 | $ 372.00 | 3 |
| | | SECONDARY | 3887 | 157.2 | 24.7 | 4 | $ 409.72 | 5 |
| | | ADMINSTR. | 7628 | 25.4 | 300.4 | 79 | $ 530.93 | 10 |
| | | TOTAL PROF | 7628 | 382.5 | 19.9 | 14 | $ 401.32 | 3 |
| 277 MOUND | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 1597 | 52.3 | 30.5 | 9 | $ 356.32 | 11 |
| | | SECONDARY | 1909 | 83.4 | 22.9 | 41 | $ 374.76 | 19 |
| | | ADMINSTR. | 3789 | 13.7 | 276.8 | 121 | $ 523.75 | 16 |
| | | TOTAL PROF | 3789 | 195.2 | 19.4 | 28 | $ 384.52 | 9 |
| 088 NEW ULM - HANSKA | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 1399 | 57.5 | 24.3 | 119 | $ 307.18 | 62 |
| | | SECONDARY | 1668 | 92.0 | 18.1 | 260 | $ 317.20 | 74 |
| | | ADMINSTR. | 3339 | 7.0 | 477.0 | 4 | $ 381.36 | 244 |
| | | TOTAL PROF | 3339 | 192.5 | 17.3 | 136 | $ 317.74 | 72 |
| 622 NORTH ST PAUL-MAPLEWOOD | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 4926 | 190.0 | 25.9 | 60 | $ 363.77 | 7 |
| | | SECONDARY | 5586 | 255.3 | 21.9 | 72 | $ 388.00 | 9 |
| | | ADMINSTR. | 11406 | 35.7 | 319.8 | 43 | $ 540.61 | 8 |
| | | TOTAL PROF | 11406 | 579.3 | 19.7 | 22 | $ 393.19 | 6 |
| 278 ORONO* | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 1151 | 30.0 | 38.4 | 3 | $ 344.21 | 17 |
| | | SECONDARY | 1304 | 74.4 | 17.5 | 301 | $ 368.37 | 22 |
| | | ADMINSTR. | 2643 | 9.2 | 286.3 | 104 | $ 529.27 | 11 |
| | | TOTAL PROF | 2643 | 142.4 | 18.6 | 66 | $ 372.42 | 17 |
| 761 OWATONNA | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 2150 | 86.0 | 25.0 | 95 | $ 256.36 | 305 |
| | | SECONDARY | 2297 | 112.6 | 20.4 | 145 | $ 295.40 | 138 |
| | | ADMINSTR. | 4811 | 13.0 | 370.1 | 20 | $ 408.58 | 151 |
| | | TOTAL PROF | 4811 | 266.7 | 18.0 | 89 | $ 282.75 | 219 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 256 RED WING | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 1404 | 60.5 | 23.2 | 177 | $ 260.60 | 281 |
| | | SECONDARY | 1999 | 85.3 | 23.4 | 28 | $ 280.28 | 214 |
| | | ADMINSTR. | 3675 | 13.4 | 274.3 | 131 | $ 415.77 | 132 |
| | | TOTAL PROF | 3675 | 201.6 | 18.2 | 79 | $ 283.70 | 210 |
| 535 ROCHESTER | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 6578 | 309.0 | 21.3 | 259 | $ 320.29 | 39 |
| | | SECONDARY | 7553 | 361.3 | 20.9 | 119 | $ 372.97 | 20 |
| | | ADMINSTR. | 15372 | 54.8 | 280.5 | 115 | $ 460.65 | 46 |
| | | TOTAL PROF | 15372 | 953.1 | 16.1 | 229 | $ 355.08 | 26 |
| 282 ST ANTHONY VILLAGE | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 832 | 30.5 | 27.3 | 32 | $ 340.83 | 19 |
| | | SECONDARY | 1144 | 53.8 | 21.2 | 99 | $ 386.26 | 10 |
| | | ADMINSTR. | 2086 | 6.3 | 329.5 | 35 | $ 518.85 | 19 |
| | | TOTAL PROF | 2086 | 113.7 | 18.4 | 76 | $ 382.67 | 11 |
| 197 WEST ST PAUL | 4 3 3 3 | | | | | | | |
| | | ELEMENTARY | 2521 | 92.0 | 27.4 | 30 | $ 329.07 | 26 |
| | | SECONDARY | 3306 | 139.1 | 23.8 | 22 | $ 356.08 | 33 |
| | | ADMINSTR. | 6235 | 19.2 | 324.7 | 41 | $ 552.85 | 3 |
| | | TOTAL PROF | 6235 | 314.3 | 19.8 | 17 | $ 360.94 | 23 |
| AVERAGE FOR | 4 3 3 3 | (12 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 2413 | 96.6 | 26.7 | | $ 324.48 | |
| | | SECONDARY | 2890 | 134.7 | 21.3 | | $ 351.83 | |
| | | ADMINSTR. | 5726 | 19.0 | 311.4 | | $ 472.42 | |
| | | TOTAL PROF | 5726 | 314.0 | 18.5 | | $ 349.82 | |
| 593 CROOKSTON * | 4 3 3 4 | | | | | | | |
| | | ELEMENTARY | 952 | 49.0 | 19.4 | 318 | $ 262.51 | 267 |
| | | SECONDARY | 1243 | 58.7 | 21.2 | 103 | $ 301.97 | 111 |
| | | ADMINSTR. | 2371 | 8.8 | 268.5 | 147 | $ 443.73 | 61 |
| | | TOTAL PROF | 2371 | 144.8 | 16.4 | 211 | $ 296.84 | 139 |
| 273 EDINA | 4 3 3 4 | | | | | | | |
| | | ELEMENTARY | 3970 | 139.5 | 28.5 | 25 | $ 357.98 | 9 |
| | | SECONDARY | 5744 | 239.9 | 23.9 | 20 | $ 363.80 | 24 |
| | | ADMINSTR. | 10250 | 42.2 | 243.1 | 198 | $ 574.82 | 2 |
| | | TOTAL PROF | 10250 | 497.6 | 20.6 | 8 | $ 389.94 | 7 |
| 454 FAIRMONT * | 4 3 3 4 | | | | | | | |
| | | ELEMENTARY | 946 | 36.0 | 26.3 | 52 | $ 301.91 | 72 |
| | | SECONDARY | 1320 | 76.8 | 17.2 | 311 | $ 293.91 | 145 |
| | | ADMINSTR. | 2411 | 11.3 | 212.6 | 261 | $ 384.65 | 232 |
| | | TOTAL PROF | 2411 | 148.5 | 16.2 | 220 | $ 306.52 | 96 |
| 413 MARSHALL * | 4 3 3 4 | | | | | | | |
| | | ELEMENTARY | 943 | 32.5 | 29.0 | 21 | $ 288.10 | 114 |
| | | SECONDARY | 1397 | 88.8 | 15.7 | 370 | $ 307.46 | 89 |
| | | ADMINSTR. | 2530 | 9.0 | 281.1 | 113 | $ 405.68 | 162 |
| | | TOTAL PROF | 2530 | 155.6 | 16.3 | 217 | $ 311.14 | 87 |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | PUPIL/ (TEACHER OR STAFF) RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | AVE. WEEKLY FTE (TEACHER OR STAFF) RANK |
|---|---|---|---|---|---|---|---|---|
| 623 ROSEVILLE | 4 3 3 4 | | | | | | | |
| | | ELEMENTARY | 4811 | 174.0 | 27.6 | 29 | $ 312.14 | 51 |
| | | SECONDARY | 6365 | 305.3 | 20.8 | 123 | $ 337.74 | 52 |
| | | ADMINSTR. | 11948 | 45.3 | 263.6 | 157 | $ 483.90 | 36 |
| | | TOTAL PROF | 11948 | 671.2 | 17.8 | 108 | $ 338.42 | 41 |
| AVERAGE FOR | 4 3 3 4 | ( 5 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 2324 | 86.2 | 26.2 | | $ 304.53 | |
| | | SECONDARY | 3213 | 153.[illegible] | 19.8 | | $ 320.98 | |
| | | ADMINSTR. | 5902 | 23.3 | 253.8 | | $ 458.56 | |
| | | TOTAL PROF | 5902 | 323.6 | 17.5 | | $ 328.57 | |
| 271 BLOOMINGTON | 4 3 3 5 | | | | | | | |
| | | ELEMENTARY | 8871 | 327.0 | 27.1 | 35 | $ 327.88 | 28 |
| | | SECONDARY | 11551 | 476.0 | 24.3 | 10 | $ 390.06 | 8 |
| | | ADMINSTR. | 21718 | 77.9 | 278.7 | 119 | $ 529.06 | 12 |
| | | TOTAL PROF | 21718 | 1096.0 | 19.8 | 18 | $ 372.86 | 16 |
| 274 HOPKINS | 4 3 3 5 | | | | | | | |
| | | ELEMENTARY | 3762 | 143.0 | 26.3 | 50 | $ 313.43 | 48 |
| | | SECONDARY | 5018 | 263.0 | 19.1 | 213 | $ 358.99 | 30 |
| | | ADMINSTR. | 9374 | 39.5 | 237.0 | 207 | $ 526.71 | 14 |
| | | TOTAL PROF | 9374 | 547.4 | 17.1 | 155 | $ 360.02 | 24 |
| 280 RICHFIELD | 4 3 3 5 | | | | | | | |
| | | ELEMENTARY | 3305 | 133.9 | 24.7 | 110 | $ 368.63 | 4 |
| | | SECONDARY | 4606 | 230.4 | 20.0 | 163 | $ 440.99 | 3 |
| | | ADMINSTR. | 8457 | 32.0 | 264.3 | 155 | $ 587.96 | 1 |
| | | TOTAL PROF | 8457 | 483.3 | 17.5 | 122 | $ 423.57 | 2 |
| 283 ST LOUIS PARK | 4 3 3 5 | | | | | | | |
| | | ELEMENTARY | 3478 | 166.0 | 21.0 | 273 | $ 392.10 | 1 |
| | | SECONDARY | 4253 | 200.0 | 21.3 | 96 | $ 453.45 | 2 |
| | | ADMINSTR. | 8315 | 30.2 | 275.3 | 126 | $ 551.31 | 4 |
| | | TOTAL PROF | 8315 | 504.3 | 16.5 | 204 | $ 430.97 | 1 |
| AVERAGE FOR | 4 3 3 5 | ( 4 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 4854 | 192.5 | 24.8 | | $ 350.51 | |
| | | SECONDARY | 6357 | 292.4 | 21.2 | | $ 410.88 | |
| | | ADMINSTR. | 11966 | 44.9 | 263.8 | | $ 548.76 | |
| | | TOTAL PROF | 11966 | 657.8 | 17.7 | | $ 396.85 | |
| 709 DULUTH | 5 3 2 4 | | | | | | | |
| | | ELEMENTARY | 8670 | 341.6 | 25.4 | 77 | $ 311.20 | 53 |
| | | SECONDARY | 10555 | 462.4 | 22.8 | 44 | $ 323.34 | 66 |
| | | ADMINSTR. | 20598 | 79.4 | 259.4 | 163 | $ 437.59 | 68 |
| | | TOTAL PROF | 20598 | 1084.4 | 19.0 | 47 | $ 326.38 | 60 |
| AVERAGE FOR | 5 3 2 4 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 8670 | 341.6 | 25.4 | | $ 311.20 | |
| | | SECONDARY | 10555 | 462.4 | 22.8 | | $ 323.34 | |
| | | ADMINSTR. | 20598 | 79.4 | 259.4 | | $ 437.59 | |
| | | TOTAL PROF | 20598 | 1084.4 | 19.0 | | $ 326.38 | |

| DISTRICT NAME | TYPE OF DISTRICT | | ENROLLMENT | FTE TEACHERS OR STAFF | PUPIL/ (TEACHER OR STAFF) RATIO | RANK | AVE. WEEKLY FTE (TEACHER OR STAFF) SALARY | RANK |
|---|---|---|---|---|---|---|---|---|
| 001 MINNEAPOLIS* | 5 3 3 4 | | | | | | | |
| | | ELEMENTARY | 22467 | 904.1 | 24.8 | 104 | $ 346.49 | 16 |
| | | SECONDARY | 26775 | 1205.4 | 22.2 | 60 | $ 380.20 | 15 |
| | | ADMINSTR. | 53434 | 341.3 | 156.6 | 356 | $ 490.11 | 30 |
| | | TOTAL PROF | 53434 | 3343.1 | 16.0 | 245 | $ 381.62 | 12 |
| AVERAGE FOR | 5 3 3 4 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 22467 | 904.1 | 24.8 | | $ 346.49 | |
| | | SECONDARY | 26775 | 1205.4 | 22.2 | | $ 380.20 | |
| | | ADMINSTR. | 53434 | 341.3 | 156.6 | | $ 490.11 | |
| | | TOTAL PROF | 53434 | 3343.1 | 16.0 | | $ 381.62 | |
| 625 ST PAUL | 5 3 3 5 | | | | | | | |
| | | ELEMENTARY | 16620 | 725.0 | 22.9 | 185 | $ 333.35 | 24 |
| | | SECONDARY | 20549 | 846.5 | 24.3 | 9 | $ 376.39 | 18 |
| | | ADMINSTR. | 40358 | 215.4 | 187.4 | 299 | $ 516.55 | 20 |
| | | TOTAL PROF | 40358 | 2405.7 | 16.8 | 177 | $ 373.93 | 15 |
| AVERAGE FOR | 5 3 3 5 | ( 1 DISTRICTS) | | | | | | |
| | | ELEMENTARY | 16620 | 725.0 | 22.9 | | $ 333.35 | |
| | | SECONDARY | 20549 | 846.5 | 24.3 | | $ 376.39 | |
| | | ADMINSTR. | 40358 | 215.4 | 187.4 | | $ 516.55 | |
| | | TOTAL PROF | 40358 | 2405.7 | 16.8 | | $ 373.93 | |

4.

# 1974-1975 TOTAL FULL-TIME EQUIVALENCY (FTE) PROFESSIONAL STAFF PER 1000 STUDENTS BY REGION, STATE AND SCHOOL DISTRICT

## *INTRODUCTION*

The 1974-1975 numerical staffing adequacy (NSA) for the total full time equivalency (FTE) professional staff per 1000 students in each Minnesota public school district is presented by type of district (*see* definitions), by region and for the state in the following tables. Table 1 presents the numerical staffing adequacy ratio for each region and for the state. Table 2 depicts the numerical staffing adequacy ratio by school district. The following definitions are provided for interpretation of the terms, parameters and data in the tables.

## *DATA SOURCES AND DEFINITIONS*

### Data Sources

1974-75 Fall Enrollment: Minnesota State Department of Education School District Fall Reports (F23-5)

1974-75 Adjusted Maintenance Cost per pupil unit: Minnesota State Department of Education

1974-75 EARC (Equalization Aid Review Committee) valuation per pupil unit: Minnesota Department of Education

1974-75 Personnel Data: Minnesota State Department of Education

Enrollment Trends (1970-71 to 1974-75): This is the percentage change in enrollments from the October 1, 1970 to October 1, 1974 data taken from the State Department of Education School District Fall Reports (F23-5).

## Definitions

Type of District: Each school district has been classified by a four-digit number (e.g. 1 3 2 3). Each digit represents the following:

a. First digit = District size:

1 = 0-299 students enrolled
2 = 300-799 students enrolled
3 = 800-1799 students enrolled
4 = 1800 plus students enrolled
5 = enrollment in the Cities of the first class school districts

b. Second digit = Adjusted Maintenance Cost per pupil unit:

1 = $0-749
2 = $750-949
3 = $950 plus

c. Third digit = 1974-75 EARC valuation per pupil unit:

1 = $0-7999
2 = $8000-15999
3 = $16000 plus

d. Fourth digit = 1970-71 to 1974-75 enrollment trend:

1 = 10% or more growth
2 = 6% to 9% growth
3 = 5% growth to 5% decline
4 = 6% to 9% decline
5 = 10% or more decline

NSA Rank: This is the numerical staffing adequacy (NSA) ranking of total full time professional staff per 1000 students.

Table 1: This is the order of the numerical staffing adequacy ratio in the regions and the state. A ranking of 1 indicates the greatest number of total full time equivalency staff per 1000 students, whereas 12 indicates the fewest number of total full time equivalency staff per 1000 students.

Table 2: This is the order of the school districts numerical staffing adequacy ratios. The ranking is from 1 to 436; 436 being the school district with the fewest total full time equivalency (FTE) professional staff per 1000 students and 1 being the school district with the most full time equivalency (FTE) professional staff per 1000 students.

Average weekly salary: These salaries are the average salaries for the total full time equivalency (FTE) professional staff in the school district, region or state.

Salary Rank: This is the ranking of average weekly salaries.

Table 1: This is the order of the salaries by region and state ranging form 1 being the highest weekly salary to 12, the lowest weekly salary.

Table 2: This is the order of the average salaries by school district. The ranking is from 1 to 436; 1 is the highest average weekly salary and 436, the lowest average weekly salary.

Insert Table 1 Here

Insert Table 2 Here

## SCHOOL DISTRICTS WITH FEWER TOTAL FULL TIME EQUIVALENCY (FTE) PROFESSIONAL STAFF PER 1000 STUDENTS THAN THE STATE AVERAGE (57/1000)

The following information was gleaned from Table 2. This information concerns those school districts with fewer total full time equivalency professional staff per 1000 students than the state average which is 57/1000. These school districts have an asterisk by the district name in Table 1.

School District Size. The percentage of these school districts in each size category is as follows:

| SIZE | NUMBER | % OF TOTAL IN SIZE CATEGORY |
|---|---|---|
| 0-299 | 0 | 0 |
| 300-799 | 13 | 8% |
| 800-1799 | 36 | 29% |
| 1800 plus | 68 | 72% |
| Cities of the First Class | 1 | 33% |

Enrollment Trend. The percentage of these school districts in each enrollment trend category is as follows:

| ENROLLMENT TREND | NUMBER | % OF TOTAL IN ENROLLMENT TREND CATEGORY |
|---|---|---|
| 10% or more growth | 34 | 58% |
| 6% to 9% growth | 16 | 48% |
| 5% growth to 5% decline | 50 | 30% |
| 6% to 9% decline | 10 | 13% |
| 10% or more decline | 8 | 8% |

Summary. The following statements can be made about the above information:

- 55% of the growth district have fewer total full time equivalency (FTE) professional staff per 1000 students than the state average (57/1000).

- 10% of the declining districts have fewer total full time equivalency (FTE) professional staff per 1000 students than the state average (57/1000).

- 70% of the districts with 1800 or more students have fewer total full time equivalency (FTE) professional staff per 1000 students than the state average (57/1000)

## TABLE 1

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| REGION 01 | | 64.49 | 2 | $ 284.27 | 12 |
| REGION 02 | | 59.82 | 5 | $ 288.26 | 9 |
| REGION 03 | | 56.26 | 10 | $ 333.05 | 2 |
| REGION 04 | | 59.44 | 6 | $ 295.26 | 6 |
| REGION 05 | | 58.81 | 8 | $ 295.38 | 5 |
| REGION 06 | | 63.68 | 3 | $ 287.26 | 10 |
| REGION 07 | | 54.98 | 11 | $ 294.91 | 7 |
| REGION 08 | | 64.86 | 1 | $ 286.08 | 11 |
| REGION 09 | | 61.32 | 4 | $ 292.41 | 8 |
| REGION 10 | | 59.34 | 7 | $ 301.26 | 4 |
| REGION 11 | | 54.34 | 12 | $ 354.56 | 1 |
| STATE | | 56.99 | 9 | $ 324.49 | 3 |

## TABLE 2

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 543 DEER CREEK | 1 3 1 3 | 71.55 | 70 | $ 283.41 | 213 |
| 440 MIDDLE RIVER | 1 3 1 5 | 86.14 | 11 | $ 283.81 | 209 |
| 597 ERSKINE | 1 3 2 2 | 62.63 | 189 | $ 293.81 | 155 |
| 306 LAPORTE | 1 3 2 2 | 66.78 | 125 | $ 265.38 | 331 |
| 301 AKELEY | 1 3 2 3 | 75.92 | 41 | $ 280.9[illegible] | 231 |
| 676 BADGER | 1 3 2 3 | 59.66 | 259 | $ 259.49 | 356 |
| 262 BARRETT | 1 3 2 3 | 91.11 | 6 | $ 271.59 | 289 |
| 570 FINLAYSON | 1 3 2 3 | 66.88 | 123 | $ 259.65 | 355 |
| 523 GARY | 1 3 2 3 | 71.45 | 72 | $ 284.24 | 206 |
| 232 PETERSON | 1 3 2 3 | 66.37 | 131 | $ 272.10 | 285 |
| 209 KENSINGTON | 1 3 2 4 | 81.53 | 18 | $ 260.96 | 348 |
| 261 ASHBY | 1 3 2 5 | 67.32 | 118 | $ 249.55 | 399 |
| 561 GOODRIDGE | 1 3 2 5 | 92.72 | 5 | $ 235.33 | 418 |
| 418 RUSSELL | 1 3 2 5 | 66.90 | 122 | $ 265.40 | 330 |
| 444 STRANDQUIST | 1 3 2 5 | 87.92 | 8 | $ 220.22 | 433 |
| 615 VILLARD | 1 3 2 5 | 63.64 | 169 | $ 270.39 | 297 |
| 114 BACKUS | 1 3 3 1 | 70.24 | 86 | $ 237.88 | 417 |
| 158 GONVICK | 1 3 3 1 | 65.19 | 140 | $ 274.59 | 271 |
| 308 NEVIS | 1 3 3 2 | 74.50 | 49 | $ 286.07 | 197 |
| 436 ALVARADO | 1 3 3 3 | 67.62 | 111 | $ 269.85 | 301 |
| 057 BEARDSLEY | 1 3 3 3 | 74.75 | 46 | $ 242.79 | 411 |
| 453 EAST CHAIN | 1 3 3 3 | 75.42 | 43 | 245.94 | 408 |
| 524 HALSTAD | 1 3 3 3 | 67.87 | 105 | $ 257.08 | 373 |
| 415 LYND | 1 3 3 3 | 75.41 | 44 | $ 233.35 | 424 |
| 604 MENTOR | 1 3 3 3 | 82.70 | 15 | $ 240.60 | 414 |
| 635 MILROY | 1 3 3 3 | 79.23 | 23 | $ 257.01 | 374 |
| 328 SIOUX VALLEY | 1 3 3 3 | 79.96 | 21 | $ 289.09 | 184 |
| 631 BELVIEW | 1 3 3 4 | 67.50 | 113 | $ 240.49 | 415 |
| 522 BORUP | 1 3 3 4 | 90.27 | 7 | $ 254.56 | 382 |
| 592 CLIMAX - SHELLY | 1 3 3 4 | 74.73 | 47 | $ 278.97 | 248 |
| 611 CYRUS | 1 3 3 4 | 81.23 | 19 | $ 268.00 | 308 |
| 896 WOOD LAKE | 1 3 3 4 | 77.05 | 33 | $ 261.66 | 345 |
| 371 BELLINGHAM | 1 3 3 5 | 83.47 | 13 | $ 263.73 | 338 |
| 451 CEYLON | 1 3 3 5 | 83.83 | 12 | $ 254.22 | 384 |
| 218 DELAVAN | 1 3 3 5 | 77.02 | 34 | $ 253.25 | 388 |
| 893 ECHO | 1 3 3 5 | 77.44 | 32 | $ 230.25 | 428 |
| 243 EMMONS | 1 3 3 5 | 77.59 | 29 | $ 219.48 | 434 |
| 208 EVANSVILLE | 1 3 3 5 | 69.39 | 92 | $ 283.58 | 211 |
| 650 FRANKLIN | 1 3 3 5 | 76.17 | 36 | $ 264.81 | 332 |
| 220 FROST | 1 3 3 5 | 101.09 | 4 | $ 298.91 | 127 |
| 525 HENDRUM - PERLEY | 1 3 3 5 | 74.27 | 50 | $ 281.25 | 230 |
| 352 HUMBOLDT | 1 3 3 5 | 118.42 | 1 | $ 268.95 | 304 |
| 354 KENNEDY | 1 3 3 5 | 60.63 | 235 | $ 349.55 | 28 |
| 356 LANCASTER | 1 3 3 5 | 70.22 | 87 | $ 259.77 | 353 |
| 669 MAGNOLIA | 1 3 3 5 | 83.25 | 14 | $ 227.39 | 430 |
| 376 MARIETTA | 1 3 3 5 | 108.35 | 2 | $ 210.81 | 436 |
| 326 OKABENA | 1 3 3 5 | 86.90 | 10 | $ 279.11 | 247 |
| 516 ROUND LAKE | 1 3 3 5 | 68.36 | 101 | $ 261.60 | 346 |
| 408 VERDI | 1 3 3 5 | 108.30 | 3 | $ 222.54 | 432 |
| 821 MENAHGA * | 2 2 1 1 | 53.33 | 379 | $ 272.1 | |
| 333 OGILVIE | | | | | |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 786 BERTHA - HEWITT | 2 2 1 3 | 57.37 | 307 | $ 268.65 | 306 |
| 801 BROWNS VALLEY | 2 2 1 4 | 57.94 | 294 | $ 230.42 | 427 |
| 021 AUDUBON * | 2 2 2 1 | 53.05 | 385 | $ 244.74 | 410 |
| 402 HENDRICKS | 2 2 2 1 | 62.30 | 200 | $ 282.64 | 220 |
| 424 LESTER PRAIRIE | 2 2 2 1 | 66.42 | 129 | $ 272.99 | 277 |
| 550 UNDERWOOD * | 2 2 2 1 | 54.86 | 357 | $ 267.35 | 314 |
| 207 BRANDON | 2 2 2 3 | 58.33 | 283 | $ 263.48 | 341 |
| 678 GREENBUSH | 2 2 2 3 | 57.67 | 300 | $ 289.11 | 183 |
| 791 GREY EAGLE | 2 2 2 3 | 64.61 | 148 | $ 262.97 | 342 |
| 545 HENNING | 2 2 2 3 | 57.46 | 306 | $ 290.74 | 173 |
| 783 KERKHOVEN * | 2 2 2 3 | 52.97 | 386 | $ 256.45 | 376 |
| 628 PLUMMER | 2 2 2 3 | 64.02 | 160 | $ 259.12 | 361 |
| 409 TYLER | 2 2 2 3 | 63.20 | 178 | $ 271.32 | 292 |
| 768 HANCOCK | 2 2 2 4 | 60.00 | 250 | $ 258.32 | 365 |
| 404 LAKE BENTON | 2 2 2 4 | 66.33 | 133 | $ 232.78 | 425 |
| 603 MC INTOSH | 2 2 2 4 | 70.69 | 82 | $ 286.50 | 196 |
| 763 MEDFORD * | 2 2 2 4 | 54.98 | 354 | $ 280.73 | 233 |
| 238 MABEL - CANTON | 2 2 2 5 | 59.67 | 258 | $ 284.71 | 205 |
| 638 SANBORN | 2 2 3 1 | 62.14 | 204 | $ 234.95 | 419 |
| 542 BATTLE LAKE | 2 2 3 2 | 57.85 | 297 | $ 285.05 | 201 |
| 245 GLENVILLE | 2 2 3 3 | 58.24 | 287 | $ 279.66 | 240 |
| 830 JANESVILLE * | 2 2 3 3 | 56.35 | 324 | $ 303.07 | 110 |
| 175 WESTBROOK | 2 2 3 3 | 60.25 | 242 | $ 280.38 | 235 |
| 297 SPRING GROVE * | 2 2 3 4 | 48.20 | 433 | $ 371.31 | 18 |
| 060 GRACEVILLE | 2 2 3 5 | 63.34 | 174 | $ 265.77 | 326 |
| 447 GRYGLA-GATZKE | 2 3 1 1 | 70.98 | 77 | $ 277.63 | 255 |
| 362 LITTLEFORK | 2 3 1 2 | 63.75 | 167 | $ 262.61 | 343 |
| 690 WARROAD | 2 3 1 2 | 57.24 | 314 | $ 255.97 | 379 |
| 566 ASKOV | 2 3 1 3 | 59.16 | 268 | $ 312.52 | 86 |
| 694 BUHL | 2 3 1 3 | 58.52 | 279 | $ 313.04 | 85 |
| 789 CLARISSA | 2 3 1 3 | 72.89 | 61 | $ 267.35 | 313 |
| 002 HILL CITY | 2 3 1 3 | 73.31 | 57 | $ 245.51 | 409 |
| 036 KELLIHER | 2 3 1 3 | 72.09 | 63 | $ 246.79 | 407 |
| 487 UPSALA | 2 3 1 3 | 71.95 | 65 | $ 288.74 | 187 |
| 818 VERNDALE | 2 3 1 3 | 61.94 | 209 | $ 257.23 | 370 |
| 790 EAGLE BEND | 2 3 1 4 | 70.79 | 79 | $ 278.50 | 250 |
| 486 SWANVILLE | 2 3 1 4 | 64.36 | 154 | $ 303.18 | 108 |
| 095 CROMWELL | 2 3 1 5 | 73.51 | 52 | $ 283.32 | 214 |
| 147 DILWORTH | 2 3 1 5 | 64.54 | 149 | $ 303.77 | 104 |
| 363 SOUTH KOOCHICHING-R R | 2 3 1 5 | 82.41 | 16 | $ 251.92 | 393 |
| 787 BROWERVILLE | 2 3 2 1 | 58.91 | 273 | $ 273.73 | 273 |
| 734 HENDERSON | 2 3 2 1 | 63.48 | 171 | $ 269.92 | 299 |
| 806 ELGIN - MILLVILLE | 2 3 2 2 | 63.05 | 181 | $ 231.24 | 426 |
| 140 TAYLORS FALLS | 2 3 2 2 | 61.88 | 211 | $ 253.97 | 387 |
| 736 BELGRADE | 2 3 2 3 | 62.26 | 201 | $ 288.90 | 186 |
| 737 BROOTEN | 2 3 2 3 | 63.98 | 161 | $ 292.94 | 160 |
| 202 DODGE CENTER | 2 3 2 3 | 57.01 | 317 | $ 304.02 | 102 |
| 599 FERTILE - BELTRAMI | 2 3 2 3 | 60.58 | 237 | $ 288.44 | 191 |
| 150 HAWLEY * | 2 3 2 3 | 55.55 | 343 | $ 313.66 | 82 |
| 265 HOFFMAN | 2 3 2 3 | 79.78 | 22 | $ 259.21 | 360 |
| 294 HOUSTON* | 2 3 2 3 | 54.44 | 362 | $ 290.46 | 175 |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVFRAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 473 ISLE | 2 3 2 3 | 64.94 | 145 | $ 295.34 | 146 |
| 353 KARLSTAD | 2 3 2 3 | 63.18 | 179 | $ 257.12 | 372 |
| 024 LAKE PARK | 2 3 2 3 | 65.04 | 143 | $ 270.45 | 296 |
| 809 MAZEPPA | 2 3 2 3 | 72.08 | 64 | $ 273.14 | 276 |
| 657 MORRISTOWN | 2 3 2 3 | 57.91 | 295 | $ 264.28 | 336 |
| 483 MOTLEY | 2 3 2 3 | 62.32 | 198 | $ 251.95 | 392 |
| 627 OKLEE | 2 3 2 3 | 61.28 | 223 | $ 299.08 | 126 |
| 213 OSAKIS * | 2 3 2 3 | 55.60 | 341 | $ 309.97 | 90 |
| 442 OSLO | 2 3 2 3 | 64.44 | 152 | $ 279.60 | 242 |
| 630 RED LAKE FALLS | 2 3 2 3 | 59.73 | 256 | $ 252.87 | 390 |
| 485 ROYALTON * | 2 3 2 3 | 53.08 | 384 | $ 234.40 | 421 |
| 234 RUSHFORD | 2 3 2 3 | 59.43 | 264 | $ 241.19 | 413 |
| 576 SANDSTONE | 2 3 2 3 | 64.32 | 156 | $ 297.37 | 135 |
| 425 SILVER LAKE | 2 3 2 3 | 68.12 | 103 | $ 284.05 | 208 |
| 577 WILLOW RIVER | 2 3 2 3 | 58.25 | 286 | $ 267.31 | 315 |
| 100 WRENSHALL | 2 3 2 3 | 66.67 | 127 | $ 298.37 | 129 |
| 236 WYKOFF | 2 3 2 3 | 67.35 | 117 | $ 283.43 | 212 |
| 464 GROVE CITY | 2 3 2 4 | 62.45 | 195 | $ 256.53 | 375 |
| 403 IVANHOE | 2 3 2 4 | 82.34 | 17 | $ 251.19 | 394 |
| 097 MOOSE LAKE | 2 3 2 4 | 60.76 | 230 | $ 280.16 | 236 |
| 233 PRESTON - FOUNTAIN | 2 3 2 4 | 59.47 | 261 | $ 313.90 | 81 |
| 229 LANESBORO | 2 3 2 5 | 78.88 | 24 | $ 285.88 | 198 |
| 614 STARBUCK | 2 3 2 5 | 63.06 | 180 | $ 302.98 | 111 |
| 526 TWIN VALLEY | 2 3 2 5 | 71.83 | 69 | $ 281.26 | 229 |
| 726 BECKER | 2 3 3 1 | 63.54 | 170 | $ 277.77 | 254 |
| 646 BIRD ISLAND | 2 3 3 2 | 73.33 | 55 | $ 280.53 | 234 |
| 341 ATWATER | 2 3 3 3 | 60.40 | 241 | $ 288.60 | 188 |
| 513 BREWSTER | 2 3 3 3 | 69.57 | 91 | $ 286.57 | 195 |
| 217 BRICELYN | 2 3 3 3 | 63.80 | 165 | $ 249.85 | 398 |
| 421 BROWNTON | 2 3 3 3 | 68.72 | 98 | $ 228.97 | 429 |
| 126 CLARA CITY | 2 3 3 3 | 64.78 | 146 | $ 249.36 | 401 |
| 201 CLAREMONT | 2 3 3 3 | 71.08 | 75 | $ 249.46 | 400 |
| 892 CLARKFIELD | 2 3 3 3 | 57.34 | 309 | $ 290.44 | 176 |
| 161 CLEARBROOK | 2 3 3 3 | 71.92 | 66 | $ 302.76 | 112 |
| 391 CLEVELAND | 2 3 3 3 | 66.41 | 130 | $ 259.69 | 354 |
| 648 DANUBE | 2 3 3 3 | 77.67 | 28 | $ 287.13 | 194 |
| 244 FREEBORN | 2 3 3 3 | 65.05 | 142 | $ 260.05 | 352 |
| 078 GARDEN CITY | 2 3 3 3 | 67.44 | 116 | $ 227.09 | 431 |
| 253 GOODHUE | 2 3 3 3 | 62.60 | 190 | $ 279.85 | 237 |
| 323 HERON LAKE | 2 3 3 3 | 58.12 | 290 | $ 260.44 | 351 |
| 499 LE ROY - OSTRANDER | 2 3 3 3 | 63.78 | 166 | $ 263.65 | 340 |
| 497 LYLE | 2 3 3 3 | 70.75 | 80 | $ 249.35 | 402 |
| 636 MORGAN | 2 3 3 3 | 66.30 | 134 | $ 249.98 | 397 |
| 441 NEWFOLDEN | 2 3 3 3 | 80.86 | 20 | $ 277.04 | 260 |
| 116 PILLAGER | 2 3 3 3 | 64.20 | 158 | $ 250.61 | 396 |
| 195 RANDOLPH | 2 3 3 3 | 60.54 | 239 | $ 263.70 | 339 |
| 118 REMER | 2 3 3 3 | 60.48 | 240 | $ 254.35 | 383 |
| 708 TOWER - SOUDAN | 2 3 3 3 | 58.91 | 274 | $ 331.72 | 53 |
| 913 WALDORF - PEMBERTON | 2 3 3 3 | 61.92 | 210 | $ 289.03 | 185 |
| 079 AMBOY - GOOD THUNDER | 2 3 3 4 | 71.24 | 74 | $ 234.90 | 420 |
| 852 CAMPBELL - TINTAH | 2 3 3 4 | 73.43 | 53 | $ 303.10 | 109 |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 058 CLINTON | 2 3 3 4 | 67.81 | 107 | $ 281.74 | 226 |
| 412 COTTONWOOD | 2 3 3 4 | 60.57 | 238 | $ 279.24 | 245 |
| 762 ELLENDALE - GENEVA | 2 3 3 4 | 62.21 | 203 | $ 275.17 | 269 |
| 649 FAIRFAX | 2 3 3 4 | 73.42 | 54 | $ 241.22 | 412 |
| 600 FISHER | 2 3 3 4 | 60.11 | 244 | $ 285.41 | 199 |
| 698 FLOODWOOD * | 2 3 3 4 | 50.02 | 425 | $ 268.73 | 305 |
| 228 HARMONY | 2 3 3 4 | 62.23 | 202 | $ 250.77 | 395 |
| 651 HECTOR | 2 3 3 4 | 62.75 | 186 | $ 287.57 | 193 |
| 264 HERMAN | 2 3 3 4 | 72.77 | 62 | $ 295.54 | 145 |
| 671 HILLS - BEAVER CREEK | 2 3 3 4 | 61.46 | 221 | $ 253.03 | 389 |
| 633 LAMBERTON | 2 3 3 4 | 68.89 | 97 | $ 276.62 | 264 |
| 652 MORTON | 2 3 3 4 | 66.10 | 137 | $ 255.78 | 380 |
| 173 MOUNTAIN LAKE | 2 3 3 4 | 71.84 | 68 | $ 292.32 | 164 |
| 654 RENVILLE | 2 3 3 4 | 68.52 | 99 | $ 294.21 | 151 |
| 655 SACRED HEART | 2 3 3 4 | 76.35 | 35 | $ 294.45 | 150 |
| 443 STEPHEN | 2 3 3 4 | 77.53 | 31 | $ 261.30 | 347 |
| 178 STORDEN - JEFFERS | 2 3 3 4 | 76.07 | 39 | $ 258.45 | 363 |
| 075 ST CLAIR | 2 3 3 4 | 67.01 | 121 | $ 287.62 | 192 |
| 258 WANAMINGO | 2 3 3 4 | 70.51 | 83 | $ 267.15 | 316 |
| 459 WELCOME | 2 3 3 4 | 67.69 | 110 | $ 284.17 | 207 |
| 521 ADA | 2 3 3 5 | 69.13 | 94 | $ 303.19 | 107 |
| 242 ALDEN | 2 3 3 5 | 63.41 | 173 | $ 252.44 | 391 |
| 437 ARGYLE | 2 3 3 5 | 74.60 | 48 | $ 266.09 | 325 |
| 411 BALATON | 2 3 3 5 | 73.33 | 56 | $ 260.77 | 350 |
| 647 BUFFALO LAKE | 2 3 3 5 | 76.03 | 40 | $ 267.53 | 312 |
| 836 BUTTERFIELD | 2 3 3 5 | 77.98 | 26 | $ 247.72 | 404 |
| 918 CHANDLER - LAKE WILSON | 2 3 3 5 | 70.18 | 88 | $ 256.00 | 378 |
| 771 CHOKIO - ALBERTA | 2 3 3 5 | 74.93 | 45 | $ 275.46 | 267 |
| 081 COMFREY | 2 3 3 5 | 73.02 | 60 | $ 277.39 | 257 |
| 461 COSMOS | 2 3 3 5 | 68.03 | 104 | $ 272.98 | 278 |
| 581 EDGERTON | 2 3 3 5 | 86.93 | 9 | $ 260.82 | 349 |
| 263 ELBOW LAKE | 2 3 3 5 | 62.12 | 207 | $ 307.20 | 94 |
| 514 ELLSWORTH | 2 3 3 5 | 63.05 | 182 | $ 274.28 | 272 |
| 219 ELMORE | 2 3 3 5 | 76.10 | 38 | $ 273.16 | 275 |
| 733 GIBBON | 2 3 3 5 | 70.74 | 81 | $ 276.71 | 263 |
| 460 GRANADA - HUNTLEY | 2 3 3 5 | 67.73 | 109 | $ 276.28 | 265 |
| 495 GRAND MEADOW | 2 3 3 5 | 68.97 | 96 | $ 279.57 | 243 |
| 351 HALLOCK | 2 3 3 5 | 66.18 | 135 | $ 285.06 | 200 |
| 582 JASPER * | 2 3 3 5 | 55.59 | 342 | $ 309.18 | 91 |
| 222 KIESTER - WALTERS | 2 3 3 5 | 66.10 | 136 | $ 257.12 | 371 |
| 325 LAKEFIELD | 2 3 3 5 | 73.25 | 58 | $ 304.25 | 101 |
| 070 LAKE CRYSTAL | 2 3 3 5 | 69.82 | 89 | $ 276.95 | 261 |
| 072 MAPLETON | 2 3 3 5 | 64.34 | 155 | $ 298.73 | 128 |
| 127 MAYNARD | 2 3 3 5 | 75.83 | 42 | $ 265.71 | 328 |
| 128 MILAN | 2 3 3 5 | 71.46 | 71 | $ 272.80 | 280 |
| 414 MINNEOTA | 2 3 3 5 | 68.52 | 100 | $ 282.85 | 217 |
| 223 MINNESOTA LAKE | 2 3 3 5 | 77.74 | 27 | $ 247.46 | 405 |
| 782 MURDOCK | 2 3 3 5 | 70.48 | 85 | $ 265.74 | 327 |
| 827 NEW RICHLAND-HARTLAND | 2 3 3 5 | 57.61 | 303 | $ 301.72 | 116 |
| 507 NICOLLET | 2 3 3 5 | 77.56 | 30 | $ 265.69 | 329 |
| 346 RAYMOND | 2 3 3 5 | 70.50 | 84 | $ 271.79 | 288 |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 850 ROTHSAY | 2 3 3 5 | 63.83 | 164 | $ 270.83 | 293 |
| 584 RUTHTON | 2 3 3 5 | 78.05 | 25 | $ 259.27 | 358 |
| 456 SHERBURN | 2 3 3 5 | 66.79 | 124 | $ 278.40 | 251 |
| 426 STEWART | 2 3 3 5 | 70.96 | 78 | $ 266.55 | 319 |
| 457 TRIMONT | 2 3 3 5 | 76.11 | 37 | $ 297.81 | 131 |
| 458 TRUMAN | 2 3 3 5 | 62.46 | 193 | $ 257.76 | 367 |
| 914 ULEN - HITTERDAL | 2 3 3 5 | 74.14 | 51 | $ 266.10 | 324 |
| 641 WALNUT GROVE | 2 3 3 5 | 61.83 | 212 | $ 233.93 | 423 |
| 205 WEST CONCORD | 2 3 3 5 | 67.50 | 114 | $ 264.56 | 335 |
| 225 WINNEBAGO | 2 3 3 5 | 62.75 | 187 | $ 254.05 | 386 |
| 735 WINTHROP | 2 3 3 5 | 71.85 | 67 | $ 277.34 | 258 |
| 032 BLACKDUCK | 3 2 1 2 | 61.40 | 222 | $ 234.25 | 422 |
| 038 RED LAKE | 3 2 1 2 | 66.76 | 126 | $ 272.59 | 282 |
| 553 NEW YORK MILLS | 3 2 1 3 | 58.61 | 278 | $ 291.95 | 165 |
| 820 SEBEKA * | 3 2 1 3 | 51.88 | 407 | $ 278.25 | 252 |
| 727 BIG LAKE * | 3 2 2 1 | 55.54 | 344 | $ 279.79 | 238 |
| 466 DASSEL - COKATO * | 3 2 2 1 | 55.34 | 351 | $ 293.99 | 153 |
| 879 DELANO * | 3 2 2 1 | 56.06 | 330 | $ 257.75 | 368 |
| 717 JORDAN * | 3 2 2 1 | 54.98 | 356 | $ 259.25 | 359 |
| 883 ROCKFORD * | 3 2 2 1 | 53.28 | 380 | $ 258.80 | 362 |
| 716 BELLE PLAINE * | 3 2 2 2 | 58.07 | 292 | $ 255.69 | 381 |
| 531 BYRON | 3 2 2 2 | 52.50 | 394 | $ 272.43 | 283 |
| 573 HINCKLEY * | 3 2 2 2 | 55.98 | 331 | $ 281.66 | 227 |
| 792 LONG PRAIRIE | 3 2 2 2 | 58.23 | 288 | $ 318.48 | 71 |
| 484 PIERZ * | 3 2 2 2 | 53.76 | 373 | $ 282.86 | 216 |
| 534 STEWARTVILLE | 3 2 2 2 | 59.35 | 266 | $ 271.91 | 287 |
| 162 BAGLEY * | 3 2 2 3 | 55.94 | 334 | $ 303.98 | 103 |
| 252 CANNON FALLS * | 3 2 2 3 | 54.07 | 368 | $ 338.69 | 40 |
| 227 CHATFIELD | 3 2 2 3 | 60.15 | 243 | $ 299.21 | 125 |
| 533 DOVER - EYOTA | 3 2 2 3 | 59.82 | 254 | $ 289.25 | 182 |
| 099 ESKO * | 3 2 2 3 | 50.74 | 416 | $ 302.46 | 113 |
| 023 FRAZEE - VERGAS | 3 2 2 3 | 57.94 | 293 | $ 275.37 | 268 |
| 739 KIMBALL | 3 2 2 3 | 58.46 | 281 | $ 238.97 | 416 |
| 300 LA CRESCENT * | 3 2 2 3 | 53.91 | 370 | $ 258.36 | 364 |
| 004 MC GREGOR | 3 2 2 3 | 58.48 | 280 | $ 256.28 | 377 |
| 578 PINE CITY | 3 2 2 3 | 53.86 | 372 | $ 282.41 | 223 |
| 117 PINE RIVER * | 3 2 2 3 | 57.49 | 305 | $ 272.76 | 281 |
| 435 WAUBUN | 3 2 2 3 | 69.04 | 95 | $ 296.01 | 142 |
| 001 AITKIN | 3 2 2 4 | 57.28 | 312 | $ 291.45 | 167 |
| 062 ORTONVILLE | 3 2 2 4 | 58.99 | 272 | $ 295.03 | 148 |
| 876 ANNANDALE | 3 2 3 1 | 49.13 | 427 | $ 257.40 | 369 |
| 394 MONTGOMERY - LONSDALE | 3 2 3 1 | 57.27 | 313 | $ 248.94 | 403 |
| 186 PEQUOT LAKES * | 3 2 3 1 | 50.85 | 414 | $ 295.09 | 147 |
| 119 WALKER * | 3 2 3 2 | 56.32 | 325 | $ 293.63 | 156 |
| 203 HAYFIELD * | 3 2 3 3 | 54.84 | 359 | $ 317.31 | 74 |
| 548 PELICAN RAPIDS * | 3 2 3 4 | 52.77 | 389 | $ 268.38 | 307 |
| 085 SPRINGFIELD | 3 2 3 4 | 59.06 | 270 | $ 291.44 | 168 |
| 784 APPLETON | 3 2 3 5 | 67.81 | 106 | $ 218.94 | 435 |
| 885 ST MICHAEL-ALBERTVILLE | 3 3 1 1 | 57.73 | 298 | $ 258.10 | 366 |
| 738 HOLDINGFORD | 3 3 1 3 | 67.07 | 120 | $ 246.97 | 406 |
| 793 STAPLES | 3 3 1 3 | | | | |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 091 BARNUM | 3 3 1 4 | 57.13 | 316 | $ 254.11 | 385 |
| 696 ELY | 3 3 1 4 | 59.15 | 269 | $ 337.06 | 48 |
| 692 BABBITT | 3 3 1 5 | 57.36 | 308 | $ 345.15 | 35 |
| 699 GILBERT | 3 3 1 5 | 61.27 | 224 | $ 322.14 | 65 |
| 319 NASHWAUK - KEEWATIN | 3 3 1 5 | 63.22 | 175 | $ 316.97 | 76 |
| 463 EDEN VALLEY - WATKINS | 3 3 2 1 | 63.98 | 162 | $ 276.77 | 262 |
| 392 LE CENTER | 3 3 2 1 | 60.07 | 247 | $ 306.17 | 97 |
| 881 MAPLE LAKE | 3 3 2 1 | 65.02 | 144 | $ 284.91 | 203 |
| 480 ONAMIA * | 3 3 2 1 | 52.47 | 395 | $ 264.79 | 334 |
| 255 PINE ISLAND | 3 3 2 1 | 61.03 | 227 | $ 302.09 | 114 |
| 748 SARTELL | 3 3 2 1 | 60.02 | 249 | $ 313.17 | 83 |
| 111 WATERTOWN - MAYER | 3 3 2 1 | 63.71 | 168 | $ 307.01 | 95 |
| 813 LAKE CITY* | 3 3 2 2 | 56.31 | 326 | $ 271.49 | 291 |
| 393 LE SUEUR * | 3 3 2 2 | 53.13 | 383 | $ 291.56 | 166 |
| 345 NEW LONDON | 3 3 2 2 | 60.11 | 245 | $ 284.87 | 204 |
| 547 PARKERS PRAIRIE | 3 3 2 2 | 60.96 | 229 | $ 267.05 | 317 |
| 745 ALBANY * | 3 3 2 3 | 55.79 | 338 | $ 278.13 | 253 |
| 693 BIWABIK* | 3 3 2 3 | 56.75 | 321 | $ 325.32 | 62 |
| 314 BRAHAM | 3 3 2 3 | 57.33 | 310 | $ 271.58 | 290 |
| 093 CARLTON | 3 3 2 3 | 59.82 | 255 | $ 303.42 | 106 |
| 182 CROSBY - IRONTON * | 3 3 2 3 | 55.74 | 339 | $ 282.41 | 222 |
| 317 DEER RIVER* | 3 3 2 3 | 55.82 | 337 | $ 339.02 | 39 |
| 880 HOWARD LAKE | 3 3 2 3 | 67.57 | 112 | $ 263.73 | 337 |
| 204 KASSON - MANTORVILLE * | 3 3 2 3 | 56.77 | 320 | $ 266.98 | 318 |
| 741 PAYNESVILLE * | 3 3 2 3 | 51.84 | 408 | $ 275.58 | 266 |
| 549 PERHAM | 3 3 2 3 | 57.50 | 304 | $ 308.96 | 92 |
| 810 PLAINVIEW | 3 3 2 3 | 62.36 | 196 | $ 281.81 | 225 |
| 637 REDWOOD FALLS | 3 3 2 3 | 58.09 | 291 | $ 297.57 | 134 |
| 139 RUSH CITY* | 3 3 2 3 | 56.21 | 328 | $ 303.68 | 105 |
| 743 SAUK CENTRE | 3 3 2 3 | 63.04 | 183 | $ 289.64 | 180 |
| 237 SPRING VALLEY* | 3 3 2 3 | 56.89 | 319 | $ 259.36 | 357 |
| 811 WABASHA | 3 3 2 3 | 65.45 | 139 | $ 267.95 | 309 |
| 819 WADENA | 3 3 2 3 | 61.58 | 218 | $ 266.22 | 323 |
| 177 WINDOM | 3 3 2 3 | 58.80 | 276 | $ 308.56 | 93 |
| 299 CALEDONIA | 3 3 2 4 | 63.20 | 177 | $ 304.42 | 100 |
| 601 FOSSTON | 3 3 2 4 | 64.53 | 150 | $ 290.66 | 174 |
| 612 GLENWOOD | 3 3 2 4 | 58.31 | 285 | $ 338.36 | 44 |
| 390 LAKE OF THE WOODS | 3 3 2 4 | 60.09 | 246 | $ 295.58 | 144 |
| 432 MAHNOMEN | 3 3 2 4 | 64.76 | 147 | $ 301.77 | 115 |
| 769 MORRIS | 3 3 2 4 | 58.14 | 289 | $ 297.67 | 132 |
| 682 ROSEAU | 3 3 2 4 | 66.53 | 128 | $ 274.77 | 270 |
| 858 ST CHARLES | 3 3 2 4 | 62.64 | 188 | $ 304.70 | 98 |
| 777 BENSON | 3 3 2 5 | 61.81 | 213 | $ 317.07 | 75 |
| 695 CHISHOLM | 3 3 2 5 | 68.15 | 102 | $ 352.03 | 27 |
| 697 EVELETH * | 3 3 2 5 | 50.14 | 422 | $ 317.65 | 73 |
| 703 MOUNTAIN IRON | 3 3 2 5 | 71.37 | 73 | $ 376.31 | 13 |
| 583 PIPESTONE | 3 3 2 5 | 63.21 | 176 | $ 313.98 | 80 |
| 504 SLAYTON | 3 3 2 5 | 59.45 | 262 | $ 277.27 | 259 |
| 505 FULDA | 3 3 3 1 | 62.34 | 197 | $ 314.16 | 78 |
| 640 WABASSO | 3 3 3 1 | 69.36 | 93 | $ 278.67 | 249 |
| 110 WACONIA * | 3 3 3 1 | 52.46 | 396 | $ 338.37 | 43 |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 145 GLYNDON - FELTON | 3 3 3 2 | 58.71 | 277 | $ 270.03 | 298 |
| 511 ADRIAN | 3 3 3 3 | 64.39 | 153 | $ 283.31 | 215 |
| 146 BARNESVILLE * | 3 3 3 3 | 54.26 | 364 | $ 296.43 | 141 |
| 216 BLUE EARTH | 3 3 3 3 | 61.57 | 219 | $ 327.26 | 59 |
| 846 BRECKENRIDGE | 3 3 3 3 | 61.78 | 214 | $ 313.17 | 84 |
| 115 CASS LAKE | 3 3 3 3 | 73.13 | 59 | $ 297.30 | 138 |
| 732 GAYLORD * | 3 3 3 3 | 55.49 | 346 | $ 290.01 | 179 |
| 422 GLENCOE | 3 3 3 3 | 59.93 | 252 | $ 301.00 | 119 |
| 254 KENYON | 3 3 3 3 | 59.86 | 253 | $ 277.61 | 256 |
| 857 LEWISTON * | 3 3 3 3 | 55.98 | 332 | $ 290.78 | 172 |
| 108 NORWOOD - YOUNG AMERICA | 3 3 3 3 | 57.88 | 296 | $ 295.99 | 143 |
| 653 OLIVIA | 3 3 3 3 | 60.60 | 236 | $ 297.58 | 133 |
| 084 SLEEPY EYE | 3 3 3 3 | 59.29 | 267 | $ 266.28 | 321 |
| 417 TRACY | 3 3 3 3 | 64.29 | 157 | $ 272.06 | 286 |
| 395 WATERVILLE | 3 3 3 3 | 62.45 | 194 | $ 293.51 | 157 |
| 731 ARLINGTON | 3 3 3 4 | 59.06 | 271 | $ 266.46 | 320 |
| 756 BLOOMING PRAIRIE | 3 3 3 4 | 62.59 | 191 | $ 297.36 | 137 |
| 166 COOK COUNTY | 3 3 3 4 | 61.25 | 225 | $ 318.87 | 70 |
| 324 JACKSON * | 3 3 3 4 | 65.08 | 141 | $ 282.77 | 218 |
| 670 LUVERNE * | 3 3 3 4 | 56.52 | 322 | $ 292.71 | 161 |
| 377 MADISON | 3 3 3 4 | 64.16 | 159 | $ 290.91 | 171 |
| 500 SOUTHLAND | 3 3 3 4 | 71.04 | 76 | $ 281.94 | 224 |
| 840 ST JAMES | 3 3 3 4 | 61.03 | 228 | $ 288.52 | 190 |
| 446 WARREN | 3 3 3 4 | 63.85 | 163 | $ 293.33 | 158 |
| 260 ZUMBROTA | 3 3 3 4 | 67.78 | 108 | $ 299.96 | 124 |
| 891 CANBY | 3 3 3 5 | 60.65 | 234 | $ 270.78 | 294 |
| 378 DAWSON | 3 3 3 5 | 64.48 | 151 | $ 311.01 | 88 |
| 275 GOLDEN VALLEY * | 3 3 3 5 | 56.97 | 318 | $ 386.77 | 8 |
| 894 GRANITE FALLS | 3 3 3 5 | 62.13 | 206 | $ 314.12 | 79 |
| 837 MADELIA | 3 3 3 5 | 67.48 | 115 | $ 293.09 | 159 |
| 224 WELLS | 3 3 3 5 | 67.17 | 119 | $ 267.67 | 310 |
| 803 WHEATON | 3 3 3 5 | 65.97 | 138 | $ 269.90 | 300 |
| 912 MILACA * | 4 2 1 3 | 52.28 | 398 | $ 300.83 | 120 |
| 011 ANOKA * | 4 2 2 1 | 48.39 | 430 | $ 293.99 | 154 |
| 141 CHISAGO LAKES * | 4 2 2 1 | 55.73 | 340 | $ 267.54 | 311 |
| 750 COLD SPRING - RICHMOND * | 4 2 2 1 | 51.22 | 411 | $ 281.54 | 228 |
| 728 ELK RIVER * | 4 2 2 1 | 51.24 | 410 | $ 323.19 | 64 |
| 192 FARMINGTON * | 4 2 2 1 | 52.08 | 400 | $ 264.79 | 333 |
| 831 FOREST LAKE * | 4 2 2 1 | 51.14 | 412 | $ 273.45 | 274 |
| 194 LAKEVILLE * | 4 2 2 1 | 54.10 | 367 | $ 272.84 | 279 |
| 740 MELROSE * | 4 2 2 1 | 56.27 | 327 | $ 289.31 | 181 |
| 721 NEW PRAGUE * | 4 2 2 1 | 50.05 | 424 | $ 279.49 | 244 |
| 138 NORTH BRANCH * | 4 2 2 1 | 46.63 | 436 | $ 269.34 | 302 |
| 196 ROSEMOUNT * | 4 2 2 1 | 48.22 | 432 | $ 262.28 | 344 |
| 015 ST FRANCIS * | 4 2 2 1 | 53.14 | 382 | $ 290.04 | 178 |
| 199 INVER GROVE - PINE BEND * | 4 2 2 2 | 48.59 | 428 | $ 297.95 | 130 |
| 332 MORA * | 4 2 2 2 | 49.18 | 426 | $ 288.54 | 189 |
| 309 PARK RAPIDS * | 4 2 2 2 | 55.84 | 336 | $ 299.99 | 123 |
| 047 SAUK RAPIDS * | 4 2 2 2 | 55.44 | 349 | $ 266.23 | 322 |
| 022 DETROIT LAKES * | 4 2 2 3 | 52.03 | 402 | $ 269.32 | 303 |
| 051 FOLEY * | 4 2 2 3 | 50.53 | 418 |  |  |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 012 CENTENNIAL * | 4 3 1 3 | 53.34 | 378 | $ 301.20 | 118 |
| 700 HERMANTOWN * | 4 3 1 3 | 52.80 | 388 | $ 346.87 | 31 |
| 381 LAKE SUPERIOR * | 4 3 1 3 | 52.55 | 391 | $ 368.46 | 20 |
| 704 PROCTOR * | 4 3 1 3 | 47.60 | 434 | $ 321.85 | 66 |
| 877 BUFFALO * | 4 3 2 1 | 47.51 | 435 | $ 315.56 | 77 |
| 911 CAMBRIDGE | 4 3 2 1 | 59.70 | 257 | $ 301.57 | 117 |
| 656 FARIBAULT | 4 3 2 1 | 60.07 | 248 | $ 279.62 | 241 |
| 200 HASTINGS * | 4 3 2 1 | 52.16 | 399 | $ 280.74 | 232 |
| 477 PRINCETON * | 4 3 2 1 | 56.45 | 323 | $ 338.37 | 42 |
| 719 PRIOR LAKE * | 4 3 2 1 | 51.92 | 405 | $ 270.61 | 295 |
| 833 SOUTH WASHINGTON COUNTY * | 4 3 2 1 | 52.51 | 392 | $ 293.99 | 152 |
| 206 ALEXANDRIA * | 4 3 2 2 | 50.58 | 417 | $ 291.04 | 170 |
| 031 BEMIDJI * | 4 3 2 2 | 53.55 | 374 | $ 291.37 | 169 |
| 621 MOUNDS VIEW * | 4 3 2 2 | 54.18 | 365 | $ 365.92 | 22 |
| 279 OSSEO * | 4 3 2 2 | 48.36 | 431 | $ 337.37 | 46 |
| 742 ST CLOUD * | 4 3 2 2 | 52.85 | 387 | $ 336.79 | 49 |
| 691 AURORA - HOYT LAKES | 4 3 2 3 | 62.31 | 199 | $ 343.28 | 37 |
| 181 BRAINERD | 4 3 2 3 | 59.44 | 263 | $ 331.04 | 56 |
| 595 EAST GRAND FORKS | 4 3 2 3 | 59.99 | 251 | $ 310.68 | 89 |
| 014 FRIDLEY * | 4 3 2 3 | 51.88 | 406 | $ 340.15 | 38 |
| 361 INTERNATIONAL FALLS * | 4 3 2 3 | 53.53 | 376 | $ 347.10 | 30 |
| 482 LITTLE FALLS * | 4 3 2 3 | 50.98 | 413 | $ 300.28 | 122 |
| 832 MAHTOMEDI * | 4 3 2 3 | 53.53 | 375 | $ 328.47 | 58 |
| 129 MONTEVIDEO | 4 3 2 3 | 69.75 | 90 | $ 290.22 | 177 |
| 152 MOORHEAD | 4 3 2 3 | 62.90 | 185 | $ 345.59 | 34 |
| 659 NORTHFIELD | 4 3 2 3 | 60.75 | 231 | $ 297.37 | 136 |
| 016 SPRING LAKE PARK * | 4 3 2 3 | 55.45 | 347 | $ 335.25 | 50 |
| 508 ST PETER * | 4 3 2 3 | 55.05 | 353 | $ 296.48 | 140 |
| 564 THIEF RIVER FALLS * | 4 3 2 3 | 52.51 | 393 | $ 304.51 | 99 |
| 624 WHITE BEAR LAKE * | 4 3 2 3 | 52.39 | 397 | $ 329.19 | 57 |
| 347 WILLMAR | 4 3 2 3 | 60.66 | 232 | $ 292.66 | 162 |
| 861 WINONA * | 4 3 2 3 | 55.93 | 335 | $ 300.68 | 121 |
| 518 WORTHINGTON | 4 3 2 3 | 63.48 | 172 | $ 324.19 | 63 |
| 241 ALBERT LEA * | 4 3 2 4 | 53.95 | 369 | $ 294.65 | 149 |
| 094 CLOQUET | 4 3 2 4 | 62.95 | 184 | $ 347.50 | 29 |
| 013 COLUMBIA HEIGHTS * | 4 3 2 4 | 53.52 | 377 | $ 374.84 | 14 |
| 544 FERGUS FALLS | 4 3 2 4 | 57.71 | 299 | $ 279.18 | 246 |
| 006 SOUTH ST PAUL * | 4 3 2 4 | 54.54 | 360 | $ 397.36 | 5 |
| 492 AUSTIN | 4 3 2 5 | 58.91 | 275 | $ 321.49 | 67 |
| 286 BROOKLYN CENTER * | 4 3 2 5 | 55.36 | 350 | $ 371.11 | 19 |
| 316 COLERAINE | 4 3 2 5 | 61.64 | 216 | $ 366.94 | 21 |
| 701 HIBBING * | 4 3 2 5 | 53.23 | 381 | $ 384.29 | 10 |
| 465 LITCHFIELD | 4 3 2 5 | 59.39 | 265 | $ 331.64 | 54 |
| 281 ROBBINSDALE * | 4 3 2 5 | 52.02 | 403 | $ 398.85 | 4 |
| 710 ST LOUIS COUNTY | 4 3 2 5 | 62.13 | 205 | $ 337.20 | 47 |
| 706 VIRGINIA | 4 3 2 5 | 58.31 | 284 | $ 345.87 | 33 |
| 191 BURNSVILLE * | 4 3 3 1 | 51.97 | 404 | $ 320.33 | 69 |
| 112 CHASKA | 4 3 3 1 | 57.31 | 311 | $ 334.36 | 51 |
| 272 EDEN PRAIRIE * | 4 3 3 1 | 54.15 | 366 | $ 338.09 | 45 |
| 882 MONTICELLO * | 4 3 3 1 | 54.30 | 363 | $ 292.57 | 163 |
| 720 SHAKOPEE | 4 3 3 1 | 61.76 | 215 | $ 282.53 | 221 |

| DISTRICT NAME | TYPE OF DISTRICT | NSA | NSA RANK | AVERAGE WEEKLY SALARY | SALARY RANK |
|---|---|---|---|---|---|
| 834 STILLWATER * | 4 3 3 1 | 52.05 | 401 | $ 356.86 | 25 |
| 829 WASECA * | 4 3 3 1 | 55.27 | 352 | $ 325.70 | 61 |
| 284 WAYZATA * | 4 3 3 1 | 50.29 | 421 | $ 346.08 | 32 |
| 077 MANKATO * | 4 3 3 2 | 55.97 | 333 | $ 321.32 | 68 |
| 318 GRAND RAPIDS * | 4 3 3 3 | 54.98 | 355 | $ 332.02 | 52 |
| 423 HUTCHINSON * | 4 3 3 3 | 55.49 | 345 | $ 331.52 | 55 |
| 276 MINNETONKA * | 4 3 3 3 | 50.14 | 423 | $ 401.32 | 3 |
| 277 MOUND * | 4 3 3 3 | 51.53 | 409 | $ 384.52 | 9 |
| 088 NEW ULM - HANSKA | 4 3 3 3 | 57.65 | 301 | $ 317.74 | 72 |
| 622 NORTH ST PAUL-MAPLEWOOD * | 4 3 3 3 | 50.79 | 415 | $ 393.19 | 6 |
| 278 ORONO* | 4 3 3 3 | 53.88 | 371 | $ 372.42 | 17 |
| 761 OWATONNA * | 4 3 3 3 | 55.45 | 348 | $ 282.75 | 219 |
| 256 RED WING * | 4 3 3 3 | 54.85 | 358 | $ 283.73 | 210 |
| 535 ROCHESTER | 4 3 3 3 | 62.01 | 208 | $ 355.08 | 26 |
| 282 ST ANTHONY VILLAGE* | 4 3 3 3 | 54.49 | 361 | $ 382.67 | 11 |
| 197 WEST ST PAUL * | 4 3 3 3 | 50.41 | 420 | $ 360.94 | 23 |
| 593 CROOKSTON | 4 3 3 4 | 61.07 | 226 | $ 296.84 | 139 |
| 273 EDINA * | 4 3 3 4 | 48.55 | 429 | $ 389.94 | 7 |
| 454 FAIRMONT | 4 3 3 4 | 61.61 | 217 | $ 306.52 | 96 |
| 413 MARSHALL | 4 3 3 4 | 61.51 | 220 | $ 311.14 | 87 |
| 623 ROSEVILLE * | 4 3 3 4 | 56.18 | 329 | $ 338.42 | 41 |
| 271 BLOOMINGTON * | 4 3 3 5 | 50.47 | 419 | $ 372.86 | 16 |
| 274 HOPKINS | 4 3 3 5 | 58.39 | 282 | $ 360.02 | 24 |
| 280 RICHFIELD | 4 3 3 5 | 57.15 | 315 | $ 423.57 | 2 |
| 283 ST LOUIS PARK | 4 3 3 5 | 60.65 | 233 | $ 430.97 | 1 |
| 709 DULUTH * | 5 3 2 4 | 52.64 | 390 | $ 326.38 | 60 |
| 001 MINNEAPOLIS | 5 3 3 4 | 62.56 | 192 | $ 381.62 | 12 |
| 625 ST PAUL | 5 3 3 5 | 59.61 | 260 | $ 373.93 | 15 |

5.

## DISTRIBUTION OF TOTAL FULL-TIME EQUIVALENCY (FTE) PROFESSIONAL STAFF BY AGE, EXPERIENCE AND TRAINING LEVELS IN THE REGIONS, THE STATE, AND IN SCHOOL DISTRICTS SORTED BY ENROLLMENT TREND AND SCHOOL DISTRICT SIZE

The tables in this paper present a comprehensive view of the distribution of the total full-time equivalency (FTE) professional staff in the state of Minnesota, the regions and in school districts sorted by enrollment trend and school district size. (*see* page 396.) for a review of the definition of terms used in these tables)

### *Age/Salary*

Table 1 is the distribution of the full-time equivalency (FTE) professional staff in each region and the state* by age and average weekly salary. This data is presented for the following classifications of staff: (1) total administration, (2) total instructional staff, and (3) total professional staff. (*see* pages 398-416).

Table 2 is the distribution of the full-time equivalency (FTE) professional staff in each enrollment trend category by age and average weekly salary. This data is presented for the following classifications of staff: (1) total administration, (2) total instructional staff, and (3) total professional staff. (*see* pages 417-421 ).

Table 3 is the distribution of the full-time equivalency (FTE) professional staff in each school district size category by age and average weekly salary. This data is presented for the following classifications of staff: (1) total administration, (2) total instructional staff, and (3) total professional staff. (*see* pages 422-426 ).

* In Tables 1 and 4, the classifications of staff for the state include the following: (1) superintendent, (2) assistant superintendent, (3) kindergarten, (4) elementary principals and assistants, (5) secondary principals and assistants, (6) total administration, (7) elementary teacher, (8) secondary teacher, (9) other instructional staff, (10) total instructional staff, and (11) total professional staff.

## *Training/Experience*

Table 4 is the distribution of the full-time equivalency (FTE) professional staff in each region and the state by training levels and years of experience. This data is presented for the following classifications of staff: (1) superintendent, (2) total administration, (3) elementary classroom teacher, (4) secondary classroom teacher, (5) total instructional staff, and (6) total professional staff. (*see* pages 427-452).

Table 5 is the distribution of the full-time equivalency (FTE) professional staff in each enrollment trend category by training levels and years of experience. This data is presented for the following classifications of staff: (1) superintendent, (2) total administration, (3) elementary classroom teacher, (4) secondary classroom teacher, (5) total instructional staff, and (6) total professional staff. (*see* pages 453-460).

Table 6 is the distribution of the full-time equivalency (FTE) professional staff in each school district size category by training levels and years of experience. This data is presented for the following classifications of staff: (1) superintendent, (2) total administration, (3) elementary classroom teacher, (4) secondary classroom teacher, (5) total instructional staff, and (6) total professional staff. (*see* pages 461-471)

## *Definitions*

### Classifications of Staff

Superintendent: Includes that portion of a person's assignment spent in the position of a superintendent expressed in full-time equivalency (FTE).

Total administration: Includes that portion of a person's assignment spent in the position of superintendent, assistant superintendent, elementary principal, assistant elementary principal, secondary principal, assistant secondary principal, other administrative and supervisory personnel expressed in full-time equivalency (FTE).

Elementary classroom teacher: Includes that portion of a person's assignment spent in the position of a teacher in grades one (1) to six (6) expressed in full-time equivalency(FTE).

Secondary classroom teacher: Includes that portion of a person's assignment spent in the position of a teacher in grades seven (7) to twelve (12) expressed in full-time equivalency (FTE).

Total instructional staff: Includes that portion of a person's assignment spent in the position of a teacher in grade kindergarten through grade twelve, and that portion of a person's assignment spent in the position of special education staff, pupil personnel staff, and special subject staff expressed in full-time equivalency (FTE).

Total professional staff: Includes that portion of a person's assignment spent in the administrative and/or instructional classifications defined above expressed in full-time equivalency (FTE).

## Enrollment Change

Enrollment change 1: Includes data from all districts which had 10% or more growth in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 2: Includes data from all districts which had 6% to 9% growth in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 3: Includes data from all districts which had 5% growth to 5% decline in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 4: Includes data from all districts which had 6% to 9% decline in enrollment from October 1, 1970 to October 1, 1974.

Enrollment change 5: Includes data from all districts which had 10% or more decline in enrollment from October 1, 1970 to October 1, 1974.

## District Size

District size 1: Includes data from all independent districts which had an enrollment of 0-299 on October 1, 1974.

District size 2: Includes data from all independent districts which had an enrollment of 300-799 on October 1, 1974.

District size 3: Includes data from all independent districts which had an enrollment of 800-1799 on October 1, 1974.

District size 4: Includes data from all independent districts which had an enrollment of 1800 plus on October 1, 1974.

District size 5: Includes data from the cities of the first class districts.

## Average weekly salary

This is the salaries of the full-time equivalency (FTE) professional staff is each age category and staff classification divided by the number of staff in that category and classification.

# TABLE 1

REGION 01 TOTAL ADMINISTRATION

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | .0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .0 |
| $226-255 | 0 | 0 | 0 | .2 | 0 | 0 | 0 | 0 | 0 | .2 | 0 | .4 |
| $256-285 | 0 | 0 | 0 | .3 | 0 | 0 | 0 | 1.2 | 0 | .5 | 0 | 2.0 |
| $286-315 | 0 | 0 | 1.8 | 1.0 | .2 | .0 | 2.6 | .3 | 2.0 | 1.5 | 0 | 9.5 |
| $316-345 | 0 | 0 | 1.0 | 3.0 | 5.5 | 2.9 | 2.0 | 4.3 | 1.5 | 1.0 | 1.0 | 22.1 |
| $346-375 | 0 | 0 | 1.0 | 4.0 | 3.3 | 5.1 | 2.9 | 2.8 | 1.0 | 1.0 | 2.2 | 23.2 |
| $376-405 | 0 | 0 | 0 | 2.2 | 5.0 | 6.0 | 2.0 | .5 | 4.5 | 1.5 | 2.0 | 23.7 |
| $406-435 | 0 | 0 | 0 | 4.0 | 7.0 | 2.0 | 3.0 | 0 | 2.0 | 0 | 1.0 | 19.0 |
| $436+ | 0 | 0 | 0 | 0 | 2.0 | 2.0 | 1.0 | 2.6 | 3.0 | 1.0 | 2.0 | 13.6 |
| TOTAL | 0 | 0 | 4.9 | 14.7 | 22.9 | 18.0 | 13.5 | 11.7 | 14.0 | 6.7 | 8.2 | 114.6 |

REGION 01 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 9.2 | 7.0 | 3.0 | 1.5 | 2.0 | 0 | 1.0 | 1.0 | 2.0 | 26.7 |
| $166-195 | 0 | .6 | 11.6 | 2.0 | 0 | 3.2 | 1.0 | 0 | 2.0 | 0 | 1.0 | 21.4 |
| $196-225 | 0 | 116.0 | 98.0 | 9.0 | 4.0 | 5.8 | 10.0 | 5.0 | 2.0 | 5.0 | 2.0 | 256.9 |
| $226-255 | 0 | 34.0 | 196.2 | 40.8 | 11.1 | 12.6 | 8.0 | 12.5 | 5.0 | 5.8 | 5.0 | 331.1 |
| $256-285 | 0 | 2.0 | 67.4 | 85.2 | 22.3 | 18.5 | 13.5 | 17.8 | 11.0 | 5.5 | 3.0 | 246.2 |
| $286-315 | 0 | .6 | 8.6 | 61.0 | 34.8 | 36.1 | 28.4 | 30.7 | 13.0 | 28.5 | 5.0 | 246.7 |
| $316-345 | 0 | 0 | 2.6 | 20.5 | 28.5 | 29.0 | 18.1 | 9.7 | 23.5 | 11.0 | 5.7 | 148.7 |
| $346-375 | 0 | 1.2 | 1.0 | 4.0 | 12.7 | 18.9 | 10.1 | 9.2 | 15.0 | 10.0 | 3.0 | 85.2 |
| $376-405 | 0 | .6 | 1.8 | .8 | 3.0 | 6.5 | 5.0 | 3.5 | .5 | .5 | 0 | 22.1 |
| $406-435 | 0 | 0 | 2.8 | 0 | 1.2 | 1.0 | 2.0 | 1.0 | 0 | 3.0 | 0 | 11.0 |
| $436+ | 0 | 1.5 | 4.3 | 3.6 | 3.0 | 3.2 | 1.4 | 1.0 | .2 | 1.6 | .2 | 19.9 |
| TOTAL | 0 | 156.5 | 403.5 | 234.0 | 123.8 | 136.3 | 99.5 | 90.4 | 73.2 | 71.9 | 26.9 | 1415.9 |

398

REGION 01 TOTAL PROFESSIONAL STAFF

485

481

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 10.2 | 7.0 | 3.0 | 1.5 | 2.0 | 0 | 1.0 | 1.0 | 2.0 | 27.7 |
| $166-195 | 0 | .6 | 11.6 | 2.0 | 0 | 3.2 | 1.0 | 0 | 2.0 | 0 | 1.0 | 21.4 |
| $196-225 | 0 | 116.0 | 98.0 | 9.0 | 4.0 | 5.8 | 10.0 | 5.0 | 2.0 | 5.0 | 2.0 | 256.9 |
| $226-255 | 0 | 34.0 | 196.2 | 41.0 | 11.1 | 12.6 | 8.0 | 12.5 | 5.0 | 6.0 | 5.0 | 331.5 |
| $256-285 | 0 | 2.0 | 67.4 | 85.5 | 22.3 | 18.5 | 13.5 | 19.0 | 11.0 | 6.0 | 3.0 | 248.2 |
| $286-315 | 0 | .6 | 10.4 | 62.0 | 35.0 | 36.1 | 31.0 | 31.0 | 15.0 | 30.0 | 5.0 | 256.2 |
| $316-345 | 0 | 0 | 3.6 | 23.5 | 34.0 | 31.9 | 20.1 | 14.0 | 25.0 | 12.0 | 6.7 | 170.8 |
| $346-375 | 0 | 1.2 | 2.0 | 8.0 | 16.0 | 24.0 | 13.0 | 12.0 | 16.0 | 11.0 | 5.2 | 108.4 |
| $376-405 | 0 | .6 | 1.8 | 3.0 | 8.0 | 12.5 | 7.0 | 4.0 | 5.0 | 2.0 | 2.0 | 45.8 |
| $406-435 | 0 | 0 | 2.8 | 4.0 | 8.2 | 3.0 | 5.0 | 1.0 | 2.0 | 3.0 | 1.0 | 30.0 |
| $436+ | 0 | 1.5 | 4.3 | 3.6 | 5.0 | 5.2 | 2.4 | 3.6 | 3.2 | 2.6 | 2.2 | 33.5 |
| TOTAL | 0 | 156.5 | 408.3 | 248.7 | 146.7 | 154.3 | 113.0 | 102.1 | 87.2 | [illegible] | [illegible] | [illegible] |

REGION 02 TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 1.0 |
| $256-285 | 0 | 0 | .5 | 0 | .6 | 0 | 0 | 1.0 | .8 | 0 | 0 | 2.9 |
| $286-315 | 0 | 0 | .2 | 1.0 | 0 | 1.4 | 1.0 | .9 | .3 | 0 | .7 | 5.4 |
| $316-345 | 0 | 0 | 0 | .0 | 0 | .3 | .8 | 1.8 | 1.5 | 0 | 0 | 4.4 |
| $346-375 | 0 | 0 | 0 | 3.9 | 2.5 | 1.0 | 0 | 1.0 | 1.5 | .7 | 1.0 | 11.6 |
| $376-405 | 0 | 0 | 0 | 2.6 | 0 | 2.0 | 1.0 | 2.0 | 0 | 1.0 | 0 | 8.6 |
| $406-435 | 0 | 0 | 0 | 2.0 | 5.0 | 2.0 | 2.0 | 1.0 | 1.0 | 0 | 0 | 13.0 |
| $436+ | 0 | 0 | 0 | 1.2 | 1.0 | 1.0 | 1.0 | 3.0 | 3.0 | 2.0 | 1.0 | 13.2 |
| TOTAL | 0 | 0 | .7 | 10.8 | 9.1 | 7.7 | 5.8 | 10.6 | 9.1 | 3.7 | 2.7 | 60.2 |

REGION 02 TOTAL INSTRUCTIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | .6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .6 |
| $166-195 | 0 | 1.0 | 4.0 | 2.2 | 1.0 | 2.0 | 1.0 | 1.0 | 1.0 | 3.0 | 0 | 16.2 |
| $196-225 | 0 | 29.0 | 51.8 | 11.6 | 9.0 | 6.0 | 3.0 | 4.0 | 1.0 | 4.1 | 2.0 | 121.5 |
| $226-255 | 0 | 23.0 | 102.1 | 26.0 | 10.6 | 5.0 | 5.0 | 7.6 | 6.0 | 4.0 | 6.0 | 195.3 |
| $256-285 | 0 | 0 | 37.0 | 38.5 | 25.4 | 17.5 | 7.0 | 8.6 | 6.2 | 5.0 | 1.0 | 146.3 |
| $286-315 | 0 | 0 | 3.8 | 32.0 | 22.0 | 13.6 | 11.0 | 12.1 | 16.7 | 6.0 | 3.3 | 120.6 |
| $316-345 | 0 | 0 | 0 | 11.5 | 28.0 | 32.6 | 16.2 | 21.2 | 19.5 | 13.0 | 4.0 | 146.1 |
| $346-375 | 0 | 0 | 0 | 2.1 | 16.5 | 17.0 | 11.0 | 9.0 | 6.5 | 8.3 | 5.0 | 75.4 |
| $376-405 | 0 | .6 | 0 | .4 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 2.0 |
| $406-435 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $436+ | 0 | 1.2 | 1.9 | 2.3 | 1.0 | 1.4 | 0 | 1.0 | 1.0 | 0 | 0 | 9.8 |
| TOTAL | 0 | 54.8 | 201.2 | 126.6 | 113.6 | 95.1 | 54.2 | 65.5 | 57.9 | 43.4 | 21.3 | 833.7 |

REGION 02 TOTAL PROFESSIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | .6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .6 |
| $166-195 | 0 | 1.0 | 4.0 | 2.2 | 1.0 | 2.0 | 1.0 | 1.0 | 1.0 | 3.0 | 0 | 16.2 |
| $196-225 | 0 | 29.0 | 51.8 | 11.6 | 9.0 | 6.0 | 3.0 | 4.0 | 1.0 | 4.1 | 2.0 | 121.5 |
| $226-255 | 0 | 23.0 | 102.1 | 26.0 | 10.6 | 5.0 | 5.0 | 7.6 | 7.0 | 4.0 | 6.0 | 196.3 |
| $256-285 | 0 | 0 | 37.5 | 38.5 | 26.0 | 17.5 | 7.0 | 9.6 | 7.0 | 5.0 | 1.0 | 149.2 |
| $286-315 | 0 | 0 | 4.0 | 33.0 | 22.0 | 15.0 | 12.0 | 13.0 | 17.0 | 6.0 | 4.0 | 126.0 |
| $316-345 | 0 | 0 | 0 | 11.5 | 28.0 | 33.0 | 17.0 | 23.0 | 21.0 | 13.0 | 4.0 | 150.5 |
| $346-375 | 0 | 0 | 0 | 6.0 | 19.0 | 18.0 | 11.0 | 10.0 | 8.0 | 9.0 | 6.0 | 87.0 |
| $376-405 | 0 | .6 | 0 | 3.0 | 0 | 2.0 | 1.0 | 3.0 | 0 | 1.0 | 0 | 10.6 |
| $406-435 | 0 | 0 | 0 | 2.0 | 5.0 | 2.0 | 2.0 | 1.0 | 1.0 | 0 | 0 | 13.0 |
| $436+ | 0 | 1.2 | 1.9 | 3.5 | 2.0 | 2.4 | 1.0 | 4.0 | 4.0 | 2.0 | 1.0 | 23.0 |
| TOTAL | 0 | 54.8 | 201.9 | 137.3 | 122.7 | 102.8 | 60.0 | 76.2 | 67.0 | 47.1 | 24.0 | 893.9 |

## REGION 03 TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | .2 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | .5 | 4.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | .2 | 0 | 0 | 1.2 |
| $256-285 | 0 | 0 | .6 | 2.7 | 0 | 0 | .0 | 0 | 0 | 0 | 0 | 3.3 |
| $286-315 | 0 | 0 | 1.0 | 3.0 | 0 | 1.0 | 0 | 2.0 | .5 | 0 | 0 | 7.5 |
| $316-345 | 0 | 0 | 0 | 3.0 | 2.9 | 1.5 | 1.0 | 2.6 | 0 | 0 | 0 | 11.0 |
| $346-375 | 0 | 0 | 0 | 3.2 | 5.0 | 5.4 | 2.5 | 2.5 | 4.8 | .8 | 0 | 24.2 |
| $376-405 | 0 | 0 | 0 | 2.4 | 5.0 | 9.8 | 7.0 | 2.7 | 3.6 | 2.2 | 0 | 32.7 |
| $406-435 | 0 | 0 | 0 | 5.1 | 6.0 | 17.4 | 7.5 | 9.9 | 1.9 | 7.5 | 4.0 | 59.4 |
| $436+ | 0 | 0 | 1.0 | 6.0 | 26.8 | 32.2 | 35.0 | 27.0 | 16.0 | 7.0 | 5.0 | 156.0 |
| TOTAL | 0 | .5 | 6.6 | 25.4 | 45.8 | 67.2 | 53.0 | 47.7 | 27.0 | 17.5 | 9.2 | 299.9 |

## REGION 03 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 6.6 | 6.0 | 6.6 | 9.0 | 6.0 | 4.5 | 1.0 | 2.5 | 0 | 2.0 | 44.2 |
| $166-195 | 0 | 14.0 | 6.4 | 8.5 | 4.0 | 6.2 | 5.5 | 2.5 | 0 | 1.0 | 1.0 | 49.1 |
| $196-225 | 0 | 125.3 | 183.5 | 25.3 | 14.3 | 11.5 | 11.8 | 8.0 | 7.0 | 1.0 | 5.5 | 393.2 |
| $226-255 | 0 | 54.5 | 249.5 | 67.4 | 32.1 | 20.0 | 15.0 | 13.0 | 13.4 | 12.0 | 7.0 | 484.0 |
| $256-285 | 0 | 1.6 | 191.0 | 120.0 | 41.6 | 26.4 | 25.0 | 18.9 | 12.0 | 16.0 | 17.8 | 470.4 |
| $286-315 | 0 | 0 | 95.2 | 150.0 | 33.4 | 37.4 | 26.0 | 29.1 | 27.5 | 10.0 | 13.0 | 421.7 |
| $316-345 | 0 | 0 | 10.6 | 138.0 | 88.1 | 79.6 | 63.0 | 50.9 | 51.5 | 62.0 | 21.5 | 565.3 |
| $346-375 | 0 | 1.2 | 2.0 | 69.4 | 86.8 | 63.5 | 53.6 | 41.1 | 49.2 | 49.0 | 22.0 | 437.9 |
| $376-405 | 0 | .3 | .6 | 56.0 | 107.0 | 90.2 | 79.1 | 59.9 | 57.2 | 52.8 | 25.0 | 528.3 |
| $406-435 | 0 | 0 | 2.2 | 17.6 | 93.0 | 119.3 | 114.6 | 97.5 | 56.1 | 35.5 | 17.0 | 552.8 |
| $436+ | 0 | .5 | 4.5 | 4.5 | 21.8 | 46.7 | 37.0 | 27.8 | 21.3 | 10.8 | 5.5 | 180.4 |
| TOTAL | 0 | 204.1 | 751.5 | 663.5 | 531.2 | 506.8 | 435.0 | 349.8 | 297.7 | 250.2 | 137.3 | 4127.2 |

## REGION 03 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 6.6 | 6.0 | 6.6 | 9.0 | 6.0 | 4.5 | 1.0 | 2.5 | 0 | 2.2 | 44.4 |
| $166-195 | 0 | 14.0 | 6.4 | 8.5 | 4.0 | 6.2 | 5.5 | 2.5 | 0 | 1.0 | 1.0 | 49.1 |
| $196-225 | 0 | 125.8 | 187.5 | 25.3 | 14.3 | 11.5 | 11.8 | 8.0 | 7.0 | 1.0 | 5.5 | 397.7 |
| $226-255 | 0 | 54.5 | 249.5 | 67.4 | 32.1 | 20.0 | 15.0 | 14.0 | 13.6 | 12.0 | 7.0 | 485.2 |
| $256-285 | 0 | 1.6 | 191.6 | 122.7 | 41.6 | 26.4 | 25.0 | 18.9 | 12.0 | 16.0 | 17.8 | 473.7 |
| $286-315 | 0 | 0 | 96.2 | 153.0 | 33.4 | 38.4 | 26.0 | 31.1 | 28.0 | 10.0 | 13.0 | 429.2 |
| $316-345 | 0 | 0 | 10.6 | 141.0 | 91.0 | 81.1 | 64.0 | 53.5 | 51.5 | 62.0 | 21.5 | 576.3 |
| $346-375 | 0 | 1.2 | 2.0 | 72.6 | 91.9 | 68.9 | 56.0 | 43.6 | 54.0 | 49.8 | 22.0 | 462.1 |
| $376-405 | 0 | .3 | .6 | 58.4 | 112.0 | 100.0 | 86.1 | 62.6 | 60.8 | 55.0 | 25.0 | 560.9 |
| $406-435 | 0 | 0 | 2.2 | 22.8 | 99.0 | 136.7 | 122.1 | 107.4 | 58.0 | 43.0 | 21.0 | 612.1 |
| $436+ | 0 | .5 | 5.5 | 10.5 | 48.6 | 78.9 | 72.0 | 54.8 | 37.3 | 17.8 | 10.5 | 336.4 |
| TOTAL | 0 | 204.6 | 758.1 | 688.9 | 577.0 | 574.1 | [illegible] | [illegible] |  |  |  |  |

REGION 04 TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55- |
|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 1.0 | 2.8 | .3 | 0 | 1.0 | 0 | 0 | 0 |
| $226-255 | 0 | 0 | 1.0 | 0 | 0 | 1.0 | 0 | 0 | 0 |
| $256-285 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 1.[illegible] | 0 |
| $286-315 | 0 | 0 | 1.0 | 1.5 | 2.6 | 3.4 | 3.1 | 1.2 | .7 |
| $316-345 | 0 | 0 | 1.0 | 1.8 | 1.0 | 2.4 | 2.5 | 3.5 | 0 |
| $346-375 | 0 | 0 | 0 | 3.0 | 8.0 | 5.7 | 4.8 | 3.5 | 3.3 |
| $376-405 | 0 | 0 | 0 | 8.0 | 3.0 | 6.0 | 7.9 | 1.8 | 2.9 |
| $406-435 | 0 | 0 | 1.0 | 1.0 | 2.8 | 4.7 | 8.7 | 7.0 | 5.3 |
| $436+ | 0 | 0 | 0 | 3.0 | 7.0 | 6.5 | 6.4 | 8.8 | 4.6 |
| TOTAL | 0 | 1.0 | 6.8 | 18.6 | 24.4 | 31.7 | 33.4 | 26.8 | 16.8 |

REGION 04 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55- |
|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 1.6 | 9.0 | 8.3 | 3.4 | 5.0 | 3.5 | 1.7 | 3. |
| $166-195 | 0 | 26.9 | 24.9 | 2.5 | 2.0 | 5.4 | 2.9 | 7.0 | 1. |
| $196-225 | 0 | 98.6 | 166.4 | 18.7 | 13.2 | 10.4 | 6.8 | 8.4 | 6. |
| $226-255 | 0 | 49.7 | 217.6 | 84.1 | 18.1 | 12.3 | 15.6 | 15.1 | 8. |
| $256-285 | 0 | 1.4 | 97.6 | 91.1 | 41.0 | 23.0 | 19.0 | 13.0 | 19. |
| $286-315 | 0 | 0 | 25.0 | 80.5 | 68.4 | 49.5 | 37.3 | 45.8 | 42. |
| $316-345 | 0 | .6 | 5.4 | 40.3 | 53.6 | 57.7 | 58.5 | 42.5 | 51. |
| $346-375 | 0 | .6 | 3.2 | 12.0 | 23.0 | 47.9 | 34.2 | 33.5 | 25. |
| $376-405 | 0 | 1.2 | 2.8 | 8.0 | 9.0 | 9.0 | 21.1 | 9.2 | 11. |
| $406-435 | 0 | 0 | .6 | 3.6 | 10.2 | 15.3 | 11.6 | 2.0 | 4. |
| $436+ | 0 | .8 | 2.5 | 6.5 | 7.1 | 7.7 | 5.0 | 5.6 | 5. |
| TOTAL | 0 | 181.4 | 555.0 | 355.7 | 249.1 | 243.2 | 215.6 | 183.8 | 178. |

REGION 04 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55 |
|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 1.6 | 9.0 | 8.3 | 3.4 | 5.0 | 3.5 | 1.7 | 3. |
| $166-195 | 0 | 26.9 | 24.9 | 2.5 | 2.0 | 5.4 | 2.9 | 7.0 | 1. |
| $196-225 | 0 | 99.6 | 169.2 | 19.0 | 13.2 | 11.4 | 6.8 | 8.4 | 6. |
| $226-255 | 0 | 49.7 | 218.6 | 84.1 | 18.1 | 13.3 | 15.6 | 15.1 | 8. |
| $256-285 | 0 | 1.4 | 97.6 | 91.1 | 41.0 | 24.0 | 19.0 | 14.0 | 19. |
| $286-315 | 0 | 0 | 26.0 | 82.0 | 71.0 | 52.9 | 40.4 | 47.0 | 43. |
| $316-345 | 0 | .6 | 6.4 | 42.0 | 54.6 | 60.1 | 61.0 | 46.0 | 51. |
| $346-375 | 0 | .6 | 3.2 | 15.0 | 31.0 | 53.6 | 39.0 | 37.0 | 29. |
| $376-405 | 0 | 1.2 | 2.8 | 16.0 | 12.0 | 15.0 | 29.0 | 11.0 | 14. |
| $406-435 | 0 | 0 | 1.6 | 4.6 | 13.0 | 20.0 | 20.3 | 9.0 | 10. |
| $436+ | 0 | .8 | 2.5 | 9.5 | 14.1 | 14.2 | 11.4 | 14.4 | 10. |
| TOTAL | 0 | 182.4 | 561.8 | 374.3 | 273.5 | 274.9 | 249.0 | 210.6 | 195. |

### REGION 05 TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 1.0 |
| $226-255 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 2.5 |
| $256-285 | 0 | 0 | .6 | 1.0 | 0 | 0 | .5 | 0 | 0 | 0 | 1.0 | 3.1 |
| $286-315 | 0 | 0 | .5 | 1.2 | 1.0 | 1.0 | 0 | 3.0 | 2.0 | 0 | .5 | 9.2 |
| $316-345 | 0 | 0 | 0 | 6.1 | 4.4 | 2.0 | 0 | 0 | 1.2 | 2.0 | 0 | 15.7 |
| $346-375 | 0 | 0 | 2.0 | 2.0 | 4.8 | 2.0 | 2.8 | 1.6 | 0 | 4.0 | 1.0 | 20.2 |
| $376-405 | 0 | 0 | .0 | 1.0 | 6.0 | .7 | 3.0 | 3.0 | 3.2 | 2.5 | 0 | 19.4 |
| $406-435 | 0 | 0 | 0 | 3.0 | 5.0 | .5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 13.5 |
| $436+ | 0 | 0 | 0 | 3.0 | 3.0 | 7.3 | 6.0 | 8.0 | 8.0 | .2 | 3.0 | 38.4 |
| TOTAL | 0 | 0 | 4.6 | 17.3 | 24.2 | 13.4 | 13.3 | 18.6 | 15.4 | 9.7 | 6.5 | 123.0 |

### REGION 05 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 2.0 | 7.5 | 2.0 | 1.5 | 0 | 0 | 1.4 | 0 | 0 | 1.0 | 15.4 |
| $166-195 | 0 | 13.5 | 11.0 | 3.0 | 0 | 0 | 0 | 2.0 | 5.0 | 1.0 | 3.0 | 38.5 |
| $196-225 | 0 | 93.1 | 123.4 | 9.2 | 7.0 | 5.0 | 3.0 | 5.0 | 3.0 | 4.0 | 2.0 | 254.7 |
| $226-255 | 0 | 36.6 | 180.3 | 40.7 | 12.0 | 8.0 | 6.0 | 6.0 | 6.0 | 4.5 | 4.0 | 304.1 |
| $256-285 | 0 | 1.3 | 130.0 | 49.7 | 23.5 | 14.9 | 17.0 | 16.0 | 13.0 | 5.0 | 10.0 | 280.4 |
| $286-315 | 0 | 1.0 | 17.5 | 51.8 | 33.4 | 22.0 | 24.0 | 24.0 | 23.6 | 10.0 | 7.9 | 215.2 |
| $316-345 | 0 | 0 | 4.6 | 45.9 | 35.3 | 27.5 | 22.3 | 19.0 | 21.8 | 24.0 | 7.0 | 207.4 |
| $346-375 | 0 | 1.2 | 1.0 | 17.0 | 34.7 | 29.5 | 23.3 | 17.4 | 12.0 | 12.0 | 4.0 | 152.1 |
| $376-405 | 0 | 0 | 2.1 | 6.6 | 15.0 | 13.3 | 14.0 | 16.0 | 16.8 | 14.5 | 5.0 | 103.4 |
| $406-435 | 0 | 0 | 0 | 1.6 | 2.0 | 9.1 | 9.0 | 5.0 | 5.0 | 1.0 | 2.0 | 34.7 |
| $436+ | 0 | 1.3 | 3.7 | 2.8 | 1.6 | 3.3 | 4.0 | 1.6 | 2.1 | 1.4 | 0 | 21.9 |
| TOTAL | 0 | 149.9 | 481.1 | 230.4 | 166.0 | 132.7 | 122.5 | 113.5 | 108.3 | 77.4 | 45.9 | 1627.8 |

### REGION 05 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 2.0 | 7.5 | 2.0 | 1.5 | 0 | 0 | 1.4 | 0 | 0 | 1.0 | 15.4 |
| $166-195 | 0 | 13.5 | 11.0 | 3.0 | 0 | 0 | 0 | 2.0 | 5.0 | 1.0 | 3.0 | 38.5 |
| $196-225 | 0 | 93.1 | 123.4 | 9.2 | 7.0 | 5.0 | 3.0 | 6.0 | 3.0 | 4.0 | 2.0 | 255.7 |
| $226-255 | 0 | 36.6 | 181.8 | 40.7 | 12.0 | 8.0 | 6.0 | 7.0 | 6.0 | 4.5 | 4.0 | 306.6 |
| $256-285 | 0 | 1.3 | 130.6 | 50.7 | 23.5 | 14.9 | 17.5 | 16.0 | 13.0 | 5.0 | 11.0 | 283.5 |
| $286-315 | 0 | 1.0 | 18.0 | 53.0 | 34.4 | 23.0 | 24.0 | 27.0 | 25.6 | 10.0 | 8.4 | 224.4 |
| $316-345 | 0 | 0 | 4.6 | 52.0 | 39.6 | 29.5 | 22.3 | 19.0 | 23.0 | 26.0 | 7.0 | 223.1 |
| $346-375 | 0 | 1.2 | 3.0 | 19.0 | 39.5 | 31.5 | 26.0 | 19.0 | 12.0 | 16.0 | 5.0 | 172.3 |
| $376-405 | 0 | 0 | 2.2 | 7.6 | 21.0 | 14.0 | 17.0 | 19.0 | 20.0 | 17.0 | 5.0 | 122.8 |
| $406-435 | 0 | 0 | 0 | 4.6 | 7.0 | 9.6 | 10.0 | 6.0 | 6.0 | 2.0 | 3.0 | 48.2 |
| $436+ | 0 | 1.3 | 3.7 | 5.8 | 4.6 | 10.6 | 10.0 | 9.6 | 10.1 | 1.6 | 3.0 | 60.3 |
| TOTAL | 0 | 149.9 | 485.7 | 247.7 | 190.2 | 146.1 | 135.8 | 132.1 | 123.7 | 87.1 | 52.4 | 1750.9 |

REGION 06 TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | .8 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | .5 | 2.5 |
| $226-255 | 0 | 0 | 3.4 | 0 | 0 | 0 | 0 | .5 | 0 | 0 | 0 | 3.9 |
| $256-285 | 0 | 0 | 1.5 | 0 | 1.0 | 0 | 0 | 0 | .5 | 0 | 0 | 3.0 |
| $286-315 | 0 | 0 | 2.3 | 1.0 | 1.0 | 1.0 | .6 | 1.0 | .4 | .9 | 0 | 8.2 |
| $316-345 | 0 | 0 | 1.0 | 3.0 | 5.6 | 7.0 | 4.0 | 0 | 3.0 | 1.5 | 0 | 25.2 |
| $346-375 | 0 | 0 | 0 | 10.4 | 15.0 | 6.5 | 1.9 | 4.0 | 1.0 | 2.0 | 1.0 | 41.8 |
| $376-405 | 0 | 0 | 1.0 | 3.0 | 4.0 | 11.5 | 7.0 | 2.0 | 2.0 | 6.0 | 1.0 | 37.5 |
| $406-435 | 0 | 0 | 0 | 5.0 | 6.0 | 5.4 | 5.0 | 3.0 | 2.9 | 1.0 | 0 | 28.2 |
| $436+ | 0 | 0 | 0 | 0 | 4.0 | 5.0 | 6.0 | 10.7 | 2.0 | 1.0 | 0 | 28.7 |
| TOTAL | 0 | .8 | 10.2 | 22.5 | 36.6 | 36.3 | 24.5 | 21.1 | 11.8 | 12.7 | 2.5 | 179.0 |

REGION 06 TOTAL INSTRUCTIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 12.5 | 12.4 | 4.0 | 7.5 | 5.5 | 4.1 | 5.5 | 4.0 | 2.0 | 9.0 | 66.5 |
| $166-195 | 0 | 20.6 | 31.7 | 6.6 | .6 | 3.0 | 5.0 | 7.0 | 7.0 | 2.5 | 2.0 | 86.0 |
| $196-225 | 0 | 122.5 | 116.2 | 24.9 | 10.2 | 7.2 | 13.0 | 8.6 | 2.5 | 6.8 | 7.0 | 318.9 |
| $226-255 | 0 | 81.0 | 252.5 | 62.0 | 15.0 | 23.5 | 17.6 | 13.0 | 10.0 | 7.0 | 9.5 | 491.2 |
| $256-285 | 0 | .6 | 132.0 | 80.9 | 25.9 | 20.3 | 20.5 | 14.0 | 12.0 | 11.0 | 14.0 | 331.2 |
| $286-315 | 0 | 0 | 24.2 | 79.1 | 42.9 | 31.0 | 31.9 | 25.0 | 27.0 | 21.1 | 10.0 | 292.3 |
| $316-345 | 0 | .5 | 4.7 | 52.1 | 48.4 | 43.0 | 33.6 | 33.0 | 36.0 | 27.5 | 14.0 | 292.9 |
| $346-375 | 0 | 0 | .6 | 20.0 | 32.9 | 45.5 | 27.7 | 30.0 | 19.0 | 23.0 | 11.4 | 210.3 |
| $376-405 | 0 | 1.2 | 1.2 | 2.0 | 23.0 | 24.4 | 12.0 | 16.0 | 10.0 | 8.5 | 3.0 | 101.3 |
| $406-435 | 0 | 1.0 | 1.8 | 1.2 | 3.0 | 8.6 | 4.0 | 6.6 | 2.1 | 2.0 | 0 | 30.3 |
| $436+ | 0 | 1.1 | 2.4 | 4.8 | 1.2 | 1.3 | 1.5 | 1.3 | .4 | 0 | 0 | 14.1 |
| TOTAL | 0 | 241.1 | 579.7 | 337.7 | 210.6 | 213.6 | 171.0 | 160.2 | 130.0 | 111.3 | 79.9 | 2235.1 |

REGION 06 TOTAL PROFESSIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 12.5 | 12.4 | 4.0 | 7.5 | 5.5 | 4.1 | 5.5 | 4.0 | 2.0 | 9.0 | 66.5 |
| $166-195 | 0 | 20.6 | 31.7 | 6.6 | .6 | 3.0 | 5.0 | 7.0 | 7.0 | 2.5 | 2.0 | 86.0 |
| $196-225 | 0 | 123.3 | 117.2 | 24.9 | 10.2 | 7.2 | 13.0 | 8.6 | 2.5 | 7.0 | 7.5 | 321.4 |
| $226-255 | 0 | 81.0 | 255.9 | 62.0 | 15.0 | 23.5 | 17.6 | 13.5 | 10.0 | 7.0 | 9.5 | 495.1 |
| $256-285 | 0 | .6 | 133.5 | 80.9 | 26.9 | 20.3 | 20.5 | 14.0 | 12.5 | 11.0 | 14.0 | 334.3 |
| $286-315 | 0 | 0 | 26.5 | 80.1 | 43.9 | 32.0 | 32.6 | 26.0 | 27.4 | 22.0 | 10.0 | 300.5 |
| $316-345 | 0 | .5 | 5.7 | 55.2 | 54.0 | 50.0 | 37.6 | 33.0 | 39.0 | 29.0 | 14.0 | 318.0 |
| $346-375 | 0 | 0 | .6 | 30.5 | 47.9 | 52.0 | 29.6 | 34.0 | 20.0 | 25.0 | 12.4 | 252.1 |
| $376-405 | 0 | 1.2 | 2.2 | 5.0 | 27.0 | 36.0 | 19.0 | 18.0 | 12.0 | 14.5 | 4.0 | 138.8 |
| $406-435 | 0 | 1.0 | 1.8 | 6.2 | 9.0 | 14.0 | 9.0 | 9.6 | 5.0 | 3.0 | 0 | 58.6 |
| $436+ | 0 | 1.1 | 2.4 | 4.8 | 5.2 | 6.3 | 7.5 | 12.0 | 2.4 | 1.0 | 0 | 42.8 |
| TOTAL | 0 | 241.9 | 589.9 | 360.2 | 247.3 | 249.9 | 195.5 | 181.3 | 141.8 | 124.0 | 82.4 | 2414.2 |

## REGION 07 TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | .6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .6 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $226-255 | 0 | .2 | 3.5 | 1.0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 5.7 |
| $256-285 | 0 | 0 | 1.0 | 3.3 | 1.1 | 1.0 | .3 | 0 | 0 | 0 | 0 | 6.6 |
| $286-315 | 0 | 0 | .2 | 2.6 | 2.0 | 1.0 | 0 | 2.0 | .0 | 1.5 | 1.0 | 10.4 |
| $316-345 | 0 | 0 | 1.7 | 7.6 | 7.2 | 1.0 | 4.9 | .3 | 0 | 1.2 | 1.0 | 24.9 |
| $346-375 | 0 | 0 | 2.0 | 12.0 | 8.0 | 6.3 | 6.5 | 1.5 | 1.0 | 0 | 0 | 37.3 |
| $376-405 | 0 | 0 | 0 | 3.5 | 7.2 | 4.0 | 5.2 | 1.0 | 1.0 | 1.0 | 2.6 | 25.4 |
| $406-435 | 0 | 0 | 0 | 4.0 | 8.0 | 7.6 | 8.0 | 5.1 | 1.0 | 0 | 5.0 | 38.7 |
| $436+ | 0 | 0 | 0 | 9.0 | 15.0 | 18.0 | 21.0 | 17.6 | 11.0 | 6.0 | 3.6 | 101.2 |
| TOTAL | 0 | .2 | 8.4 | 43.6 | 48.5 | 38.8 | 46.9 | 27.6 | 14.0 | 9.7 | 13.2 | 250.9 |

## REGION 07 TOTAL INSTRUCTIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 1.9 | 11.6 | 8.2 | 7.5 | 5.0 | 3.5 | 0 | 2.5 | 1.6 | 2.8 | 44.5 |
| $166-195 | 0 | 9.0 | 17.2 | 4.0 | 1.6 | 1.0 | 2.0 | 1.6 | 1.0 | 3.0 | 1.5 | 41.9 |
| $196-225 | 0 | 203.9 | 278.8 | 23.2 | 6.6 | 7.6 | 10.0 | 6.4 | 11.5 | 3.0 | 10.0 | 561.0 |
| $226-255 | 1.0 | 139.2 | 472.8 | 110.4 | 22.0 | 21.1 | 14.4 | 14.6 | 15.5 | 11.0 | 13.6 | 835.6 |
| $256-285 | 1.0 | 3.6 | 376.4 | 162.2 | 64.5 | 32.5 | 25.8 | 18.0 | 15.0 | 10.0 | 11.4 | 720.4 |
| $286-315 | 0 | 1.4 | 76.2 | 137.9 | 60.0 | 38.5 | 34.0 | 31.0 | 32.6 | 28.5 | 16.6 | 456.7 |
| $316-345 | 0 | 1.0 | 22.9 | 97.4 | 77.3 | 49.0 | 50.1 | 37.3 | 41.0 | 39.8 | 12.0 | 428.0 |
| $346-375 | 0 | 1.2 | 5.0 | 48.6 | 46.0 | 31.7 | 41.5 | 22.7 | 13.0 | 18.0 | 10.0 | 237.7 |
| $376-405 | 0 | 1.6 | 1.8 | 25.3 | 40.8 | 19.0 | 19.8 | 13.0 | 11.0 | 8.0 | 3.4 | 143.8 |
| $406-435 | 0 | 0 | 1.2 | 13.6 | 18.0 | 14.4 | 12.0 | 11.9 | 7.0 | 6.0 | 4.0 | 88.0 |
| $436+ | 0 | 1.3 | 6.9 | 7.6 | 37.9 | 33.1 | 16.3 | 15.0 | 5.0 | 5.0 | 2.5 | 130.7 |
| TOTAL | 2.0 | 364.0 | 1270.9 | 638.4 | 382.1 | 253.0 | 229.5 | 171.5 | 155.1 | 133.9 | 87.9 | 3688.4 |

## REGION 07 TOTAL PROFESSIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 1.9 | 11.6 | 8.8 | 7.5 | 5.0 | 3.5 | 0 | 2.5 | 1.6 | 2.8 | 45.1 |
| $166-195 | 0 | 9.0 | 17.2 | 4.0 | 1.6 | 1.0 | 2.0 | 1.6 | 1.0 | 3.0 | 1.5 | 41.9 |
| $196-225 | 0 | 203.9 | 278.8 | 23.2 | 6.6 | 7.6 | 10.0 | 6.4 | 11.5 | 3.0 | 10.0 | 561.0 |
| $226-255 | 1.0 | 139.4 | 476.3 | 111.4 | 22.0 | 21.1 | 15.4 | 14.6 | 15.5 | 11.0 | 13.6 | 841.3 |
| $256-285 | 1.0 | 3.6 | 377.4 | 165.5 | 65.5 | 33.5 | 26.1 | 18.0 | 15.0 | 10.0 | 11.4 | 727.1 |
| $286-315 | 0 | 1.4 | 76.4 | 140.5 | 62.0 | 39.5 | 34.0 | 33.0 | 32.6 | 30.0 | 17.6 | 467.1 |
| $316-345 | 0 | 1.0 | 24.6 | 105.1 | 84.5 | 50.0 | 55.0 | 37.6 | 41.0 | 41.0 | 13.0 | 452.9 |
| $346-375 | 0 | 1.2 | 7.0 | 60.6 | 54.0 | 38.0 | 48.0 | 24.2 | 14.0 | 18.0 | 10.0 | 275.0 |
| $376-405 | 0 | 1.6 | 1.8 | 28.8 | 47.9 | 23.0 | 25.0 | 14.0 | 12.0 | 9.0 | 6.0 | 169.2 |
| $406-435 | 0 | 0 | 1.2 | 17.6 | 26.0 | 22.0 | 20.0 | 17.0 | 8.0 | 6.0 | 9.0 | 126.8 |
| $436+ | 0 | 1.3 | 6.9 | 16.6 | 52.9 | 51.1 | 37.3 | 32.6 | 16.0 | 11.0 | 6.1 | 231.9 |
| TOTAL | 2.0 | 364.2 | 1279.3 | 682.1 | 430.6 | 291.8 | 276.4 | 199.1 | 169.1 | 143.6 | 101.0 | 3939.3 |

## REGION 08 TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | .5 | 0 | 1.0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 2.5 |
| $196-225 | 0 | 0 | .3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .3 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | .0 | 0 | 0 | 0 | 0 | .5 | .5 |
| $256-285 | 0 | 0 | .5 | 1.0 | 1.0 | 0 | 0 | 0 | 1.0 | 0 | .4 | 3.9 |
| $286-315 | 0 | 0 | 1.0 | 6.3 | 1.0 | 2.0 | 1.4 | 0 | .2 | 1.5 | 2.5 | 15.9 |
| $316-345 | 0 | 0 | 1.0 | 3.8 | 5.7 | 5.7 | 4.4 | 2.0 | 1.4 | 1.5 | 2.0 | 27.5 |
| $346-375 | 0 | 0 | 0 | 7.3 | 5.7 | 4.0 | 2.7 | 3.0 | 3.0 | 1.0 | 0 | 26.7 |
| $376-405 | 0 | 0 | 0 | 4.8 | 6.3 | 2.8 | 5.0 | 6.0 | 2.0 | 4.0 | 1.0 | 32.0 |
| $406-435 | 0 | 0 | 0 | 1.0 | 2.0 | 7.8 | 4.0 | 3.0 | 2.0 | 2.0 | 1.0 | 22.8 |
| $436+ | 0 | 0 | 0 | .7 | 2.0 | 6.0 | 2.0 | 6.0 | 4.0 | 1.0 | 0 | 21.7 |
| TOTAL | 0 | .5 | 2.8 | 25.9 | 23.6 | 28.4 | 20.5 | 20.0 | 13.6 | 11.1 | 7.4 | 153.8 |

## REGION 08 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 6.6 | 4.2 | 1.2 | 6.5 | 3.6 | 1.0 | 4.0 | 2.1 | 2.0 | 1.7 | 32.9 |
| $166-195 | 0 | 18.6 | 14.5 | 5.5 | 1.0 | 3.0 | 3.8 | 0 | 2.5 | 1.0 | 2.5 | 52.4 |
| $196-225 | 0 | 107.1 | 130.7 | 19.2 | 9.0 | 8.0 | 6.5 | 3.0 | 6.0 | 1.0 | 5.0 | 295.5 |
| $226-255 | 0 | 46.7 | 211.2 | 56.0 | 25.1 | 13.5 | 15.0 | 12.0 | 13.6 | 14.0 | 3.9 | 411.1 |
| $256-285 | 0 | .6 | 96.7 | 109.3 | 24.1 | 19.5 | 21.0 | 14.0 | 12.0 | 14.0 | 8.6 | 319.9 |
| $286-315 | 0 | 0 | 15.3 | 78.2 | 48.6 | 34.0 | 30.6 | 29.5 | 41.8 | 20.5 | 10.5 | 309.1 |
| $316-345 | 0 | 1.1 | 1.7 | 40.6 | 52.4 | 41.3 | 30.0 | 27.0 | 37.1 | 27.5 | 9.0 | 267.7 |
| $346-375 | 0 | 1.1 | 1.0 | 5.7 | 22.3 | 37.0 | 26.3 | 17.0 | 24.0 | 22.0 | 8.0 | 164.4 |
| $376-405 | 0 | 1.0 | .6 | .2 | 7.7 | 13.2 | 14.6 | 11.0 | 7.0 | 7.0 | 4.0 | 66.2 |
| $406-435 | 0 | .5 | 0 | 1.2 | 0 | .2 | 0 | 1.0 | 0 | 0 | 0 | 2.8 |
| $436+ | 0 | 1.4 | 3.7 | 2.5 | 1.3 | .6 | 0 | 0 | 1.1 | 0 | 0 | 10.6 |
| TOTAL | 0 | 184.7 | 479.5 | 319.7 | 198.1 | 173.8 | 148.9 | 118.6 | 147.2 | 108.9 | 53.3 | 1932.7 |

## REGION 08 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 6.6 | 4.2 | 1.2 | 6.5 | 3.6 | 1.0 | 4.0 | 2.1 | 2.0 | 1.7 | 32.9 |
| $166-195 | 0 | 19.1 | 14.5 | 6.5 | 1.0 | 3.0 | 4.8 | 0 | 2.5 | 1.0 | 2.5 | 54.9 |
| $196-225 | 0 | 107.1 | 131.0 | 19.2 | 9.0 | 8.0 | 6.5 | 3.0 | 6.0 | 1.0 | 5.0 | 295.9 |
| $226-255 | 0 | 46.7 | 211.2 | 56.0 | 25.1 | 13.5 | 15.0 | 12.0 | 13.6 | 14.0 | 4.4 | 411.6 |
| $256-285 | 0 | .6 | 97.2 | 110.3 | 25.1 | 19.5 | 21.0 | 14.0 | 13.0 | 14.0 | 9.0 | 323.8 |
| $286-315 | 0 | 0 | 16.3 | 84.5 | 49.6 | 36.0 | 32.0 | 29.5 | 42.0 | 22.0 | 13.0 | 325.0 |
| $316-345 | 0 | 1.1 | 2.7 | 44.5 | 58.0 | 47.0 | 34.4 | 29.0 | 38.5 | 29.0 | 11.0 | 295.2 |
| $346-375 | 0 | 1.1 | 1.0 | 13.0 | 28.0 | 41.0 | 29.0 | 20.0 | 27.0 | 23.0 | 8.0 | 191.1 |
| $376-405 | 0 | 1.0 | .6 | 5.0 | 14.0 | 16.0 | 19.6 | 17.0 | 9.0 | 11.0 | 5.0 | 98.2 |
| $406-435 | 0 | .5 | 0 | 2.2 | 2.0 | 8.0 | 4.0 | 4.0 | 2.0 | 2.0 | 1.0 | 25.7 |
| $436+ | 0 | 1.4 | 3.7 | 3.2 | 3.3 | 6.6 | 2.0 | 6.0 | 5.1 | 1.0 | 0 | 32.3 |
| TOTAL | 0 | 185.2 | 482.3 | 345.6 | 221.7 | 202.2 | 169.4 | 138.6 | 160.8 | 120.0 | 60.7 | 2086.5 |

### REGION 09 TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 2.0 |
| $166-195 | 0 | .1 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 1.1 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $226-255 | 0 | 0 | 0 | 0 | 1.0 | 0 | .7 | 0 | 0 | 0 | 0 | 1.7 |
| $256-285 | 0 | 0 | 1.0 | .2 | 2.0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 4.1 |
| $286-315 | 0 | 0 | 0 | 2.2 | 4.5 | 1.9 | 1.7 | 1.0 | 1.0 | .2 | 0 | 12.4 |
| $316-345 | 0 | 0 | 2.0 | 6.0 | 5.0 | 3.5 | 3.4 | 2.2 | 1.8 | 2.2 | 0 | 26.1 |
| $346-375 | 0 | 0 | 1.0 | 5.0 | 11.0 | 6.0 | 6.3 | 3.8 | 2.0 | 4.0 | 2.0 | 41.1 |
| $376-405 | 0 | 0 | 0 | 3.0 | 11.0 | 12.4 | 3.8 | 5.7 | 3.4 | 5.7 | 4.2 | 49.1 |
| $406-435 | 0 | 0 | 0 | 1.0 | 4.3 | 5.0 | 9.0 | 4.0 | 5.0 | 1.0 | 3.0 | 32.3 |
| $436+ | 0 | 0 | 0 | 3.0 | 4.8 | 4.0 | 6.0 | 5.0 | 2.0 | 3.0 | 0 | 27.8 |
| TOTAL | 0 | .1 | 4.0 | 20.3 | 44.7 | 32.8 | 31.8 | 21.6 | 15.2 | 17.0 | 10.2 | 197.8 |

### REGION 09 TOTAL INSTRUCTIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 4.0 | 5.8 | 2.2 | 4.0 | 3.0 | 1.0 | 2.0 | 1.5 | 1.5 | 0 | 25.0 |
| $166-195 | 0 | 30.1 | 41.5 | 4.0 | 6.0 | 0 | 1.4 | 1.0 | 0 | 1.0 | 5.3 | 90.2 |
| $196-225 | 0 | 149.1 | 165.8 | 23.0 | 15.6 | 8.0 | 7.6 | 4.0 | 5.6 | 3.0 | 5.0 | 386.8 |
| $226-255 | 0 | 45.8 | 279.6 | 79.8 | 21.0 | 23.0 | 22.3 | 8.5 | 11.0 | 5.0 | 6.0 | 502.1 |
| $256-285 | 1.0 | 1.0 | 120.8 | 115.4 | 43.1 | 39.0 | 31.0 | 19.0 | 15.0 | 22.6 | 5.0 | 412.9 |
| $286-315 | 0 | .6 | 24.0 | 90.8 | 47.0 | 29.7 | 33.3 | 32.3 | 29.0 | 17.8 | 13.0 | 317.6 |
| $316-345 | 0 | 1.2 | .6 | 56.4 | 68.5 | 48.9 | 44.6 | 48.9 | 47.2 | 35.2 | 15.0 | 366.6 |
| $346-375 | 0 | 0 | .6 | 17.0 | 42.0 | 37.0 | 27.2 | 32.2 | 26.0 | 29.0 | 6.0 | 217.0 |
| $376-405 | 0 | 0 | 2.5 | 2.0 | 27.0 | 55.6 | 44.2 | 28.3 | 20.6 | 21.3 | 9.8 | 211.3 |
| $406-435 | 0 | 0 | 1.7 | 0 | 3.7 | 2.0 | 4.0 | 4.0 | 1.0 | 2.0 | 1.0 | 19.4 |
| $436+ | 0 | 1.1 | 0 | 3.6 | 3.2 | 1.9 | 2.0 | .6 | .6 | .4 | .3 | 13.7 |
| TOTAL | 1.0 | 232.9 | 643.0 | 394.3 | 281.0 | 248.2 | 218.7 | 180.8 | 157.6 | 138.8 | 66.4 | 2562.7 |

### REGION 09 TOTAL PROFESSIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 4.0 | 5.8 | 2.2 | 5.0 | 3.0 | 1.0 | 2.0 | 1.5 | 1.5 | 1.0 | 27.0 |
| $166-195 | 0 | 30.2 | 41.5 | 4.0 | 6.0 | 0 | 2.4 | 1.0 | 0 | 1.0 | 5.3 | 91.4 |
| $196-225 | 0 | 149.1 | 165.8 | 23.0 | 15.6 | 8.0 | 7.6 | 4.0 | 5.6 | 3.0 | 5.0 | 386.8 |
| $226-255 | 0 | 45.8 | 279.6 | 79.8 | 22.0 | 23.0 | 23.0 | 8.5 | 11.0 | 5.0 | 6.0 | 503.8 |
| $256-285 | 1.0 | 1.0 | 121.8 | 115.6 | 45.0 | 39.0 | 31.0 | 19.0 | 15.0 | 23.6 | 5.0 | 417.1 |
| $286-315 | 0 | .6 | 24.0 | 93.0 | 51.5 | 31.6 | 35.0 | 33.3 | 30.0 | 18.0 | 13.0 | 330.0 |
| $316-345 | 0 | 1.2 | 2.6 | 62.4 | 73.5 | 52.4 | 48.0 | 51.0 | 49.0 | 37.4 | 15.0 | 392.6 |
| $346-375 | 0 | 0 | 1.6 | 22.0 | 53.0 | 43.0 | 33.5 | 36.0 | 28.0 | 33.0 | 8.0 | 258.2 |
| $376-405 | 0 | 0 | 2.5 | 5.0 | 38.0 | 68.0 | 48.0 | 34.0 | 24.0 | 27.0 | 14.0 | 260.5 |
| $406-435 | 0 | 0 | 1.7 | 1.0 | 8.0 | 7.0 | 13.0 | 8.0 | 6.0 | 3.0 | 4.0 | 51.7 |
| $436+ | 0 | 1.1 | 0 | 6.6 | 8.0 | 5.9 | 8.0 | 5.6 | 2.6 | 3.4 | .3 | 41.6 |
| TOTAL | 1.0 | 233.0 | 647.0 | 414.6 | 325.7 | 281.0 | 250.5 | 202.5 | 172.8 | 155.8 | 76.6 | 2760.5 |

REGION 10 TOTAL ADMINISTRATION

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $196-225 | 0 | 0 | 0 | 2.0 | 2.5 | 0 | 0 | 0 | 0 | 0 | 0 | 4.5 |
| $226-255 | 0 | .5 | 1.5 | 1.0 | 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.0 |
| $256-285 | 0 | 0 | 1.0 | 1.2 | 0 | 0 | 0 | 2.0 | 0 | 0 | .5 | 4.6 |
| $286-315 | 0 | 0 | 1.9 | 4.9 | 5.1 | 1.2 | 1.0 | .7 | 0 | .4 | 1.0 | 16.1 |
| $316-345 | 0 | 0 | 2.0 | 10.6 | 10.3 | 2.6 | 1.4 | 2.0 | 2.2 | 1.5 | 1.0 | 33.5 |
| $346-375 | 0 | 0 | 1.0 | 6.0 | 10.6 | 7.6 | 7.1 | 2.4 | 4.0 | 4.0 | 4.6 | 47.3 |
| $376-405 | 0 | 0 | 0 | 9.0 | 19.1 | 11.7 | 7.0 | 8.0 | 7.7 | 3.0 | 3.6 | 69.0 |
| $406-435 | 0 | 0 | 0 | 6.0 | 11.0 | 13.0 | 12.0 | 10.0 | 8.0 | 1.0 | 1.0 | 62.0 |
| $436+ | 0 | 0 | 0 | 3.0 | 8.0 | 26.2 | 21.5 | 18.0 | 11.0 | 7.0 | 7.0 | 101.7 |
| TOTAL | 0 | .5 | 8.4 | 43.6 | 68.5 | 62.2 | 50.0 | 43.0 | 32.8 | 16.9 | 18.7 | 344.7 |

REGION 10 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 7.0 | 18.8 | 9.0 | 10.0 | 7.3 | 4.2 | 2.0 | 1.0 | 1.0 | 4.0 | 64.4 |
| $166-195 | 0 | 103.5 | 65.4 | 11.1 | 6.0 | 7.6 | 4.0 | 1.0 | 4.4 | 4.0 | 3.2 | 210.2 |
| $196-225 | 0 | 166.4 | 418.2 | 41.0 | 15.0 | 13.0 | 12.2 | 9.0 | 5.0 | 4.0 | 6.2 | 690.0 |
| $226-255 | 0 | 55.5 | 508.9 | 115.7 | 50.2 | 27.0 | 15.9 | 8.0 | 11.5 | 7.0 | 17.5 | 817.3 |
| $256-285 | 0 | 1.4 | 215.4 | 239.4 | 80.2 | 40.0 | 37.1 | 24.0 | 28.0 | 18.5 | 21.5 | 705.5 |
| $286-315 | 0 | .4 | 59.2 | 172.6 | 114.0 | 78.8 | 56.7 | 53.4 | 43.0 | 53.2 | 32.0 | 663.2 |
| $316-345 | 0 | .6 | 16.1 | 86.5 | 140.8 | 110.5 | 90.7 | 84.0 | 100.3 | 99.0 | 37.1 | 765.7 |
| $346-375 | 0 | 2.1 | 1.0 | 47.5 | 95.8 | 64.9 | 65.1 | 45.7 | 50.5 | 43.0 | 7.4 | 422.9 |
| $376-405 | 0 | 1.0 | 3.0 | 19.6 | 32.4 | 54.4 | 54.4 | 38.0 | 31.3 | 24.0 | 20.4 | 278.5 |
| $406-435 | 0 | 0 | 3.5 | 9.6 | 25.0 | 9.0 | 4.0 | 3.0 | 0 | 0 | 3.0 | 57.1 |
| $436+ | 0 | 2.8 | 8.2 | 9.2 | 50.2 | 55.9 | 55.6 | 23.0 | 13.0 | 17.0 | 8.1 | 243.1 |
| TOTAL | 0 | 340.7 | 1317.7 | 761.3 | 619.6 | 468.3 | 400.0 | 291.0 | 288.1 | 270.6 | 160.4 | 4917.8 |

REGION 10 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 7.0 | 18.8 | 9.0 | 10.0 | 7.3 | 4.2 | 2.0 | 1.0 | 1.0 | 4.0 | 64.4 |
| $166-195 | 0 | 103.5 | 66.4 | 11.1 | 6.0 | 7.6 | 4.0 | 1.0 | 4.4 | 4.0 | 3.2 | 211.2 |
| $196-225 | 0 | 166.4 | 418.2 | 43.0 | 17.5 | 13.0 | 12.2 | 9.0 | 5.0 | 4.0 | 6.2 | 694.5 |
| $226-255 | 0 | 56.0 | 510.4 | 116.7 | 52.2 | 27.0 | 15.9 | 8.0 | 11.5 | 7.0 | 17.5 | 822.3 |
| $256-285 | 0 | 1.4 | 216.4 | 240.6 | 80.2 | 40.0 | 37.1 | 26.0 | 28.0 | 18.5 | 22.0 | 710.2 |
| $286-315 | 0 | .4 | 61.0 | 177.5 | 119.1 | 79.9 | 57.7 | 54.0 | 43.0 | 53.6 | 33.0 | 679.3 |
| $316-345 | 0 | .6 | 18.1 | 97.1 | 151.0 | 113.1 | 92.1 | 86.0 | 102.5 | 100.5 | 38.1 | 799.2 |
| $346-375 | 0 | 2.1 | 2.0 | 53.5 | 106.4 | 72.5 | 72.2 | 48.0 | 54.5 | 47.0 | 12.0 | 470.2 |
| $376-405 | 0 | 1.0 | 3.0 | 28.6 | 51.5 | 66.1 | 61.4 | 46.0 | 39.0 | 27.0 | 24.0 | 347.5 |
| $406-435 | 0 | 0 | 3.5 | 15.6 | 36.0 | 22.0 | 16.0 | 13.0 | 8.0 | 1.0 | 4.0 | 119.1 |
| $436+ | 0 | 2.8 | 8.2 | 12.2 | 58.2 | 82.1 | 77.1 | 41.0 | 24.0 | 24.0 | 15.1 | 344.7 |
| TOTAL | 0 | 341.2 | 1326.1 | 804.9 | 688.2 | 530.6 | 450.0 | 334.1 | 320.9 | 287.5 | 179.1 | 5262.6 |

REGION 11

### TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55 |
| $0-165 | 0 | 0 | 1.0 | 1.0 | 0 | 0 | 0 | 0 | |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | |
| $196-225 | 0 | 1.0 | 5.0 | 0 | 0 | 0 | 0 | 0 | |
| $226-255 | 0 | 1.0 | 16.8 | 3.0 | 1.0 | 2.0 | 1.0 | 0 | |
| $256-285 | 0 | 0 | 13.2 | 6.3 | 2.0 | 2.6 | 4.2 | 0 | |
| $286-315 | 0 | 0 | 8.2 | 11.8 | 5.3 | 3.0 | 1.0 | 2.0 | 1. |
| $316-345 | 0 | 0 | 2.0 | 15.0 | 9.9 | 7.1 | 4.0 | .7 | 2. |
| $346-375 | 0 | 0 | 4.6 | 25.0 | 18.9 | 10.7 | 6.5 | 0 | 1. |
| $376-405 | 0 | 0 | 2.0 | 23.8 | 24.2 | 16.5 | 11.8 | 6.5 | 1. |
| $406-435 | 0 | 0 | 0 | 16.8 | 24.5 | 18.6 | 9.8 | 16.8 | 4. |
| $436+ | 0 | 0 | .4 | 45.4 | 162.0 | 248.8 | 279.5 | 220.4 | 128. |
| TOTAL | 0 | 2.0 | 53.3 | 148.1 | 247.9 | 309.3 | 318.8 | 246.4 | 138. |

REGION 11

### TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55 |
| $0-165 | 0 | 17.4 | 49.6 | 42.3 | 41.1 | 39.1 | 26.0 | 9.5 | 7. |
| $166-195 | 0 | 35.8 | 32.2 | 19.2 | 11.2 | 5.4 | 2.5 | 4.0 | 4. |
| $196-225 | 0 | 572.1 | 1048.3 | 150.4 | 76.7 | 60.2 | 28.8 | 16.0 | 2. |
| $226-255 | 0 | 226.9 | 2007.7 | 333.6 | 103.5 | 72.2 | 43.8 | 20.6 | 13. |
| $256-285 | 0 | 3.6 | 1483.5 | 603.8 | 138.9 | 98.4 | 89.1 | 44.0 | 20. |
| $286-315 | 0 | 1.1 | 604.1 | 885.5 | 213.0 | 132.0 | 86.6 | 41.5 | 29. |
| $316-345 | 0 | 1.6 | 189.0 | 805.3 | 282.2 | 165.2 | 111.0 | 85.2 | 63. |
| $346-375 | 0 | .6 | 54.0 | 545.6 | 321.2 | 212.9 | 144.7 | 118.5 | 96. |
| $376-405 | 0 | 2.1 | 15.0 | 356.7 | 466.8 | 282.3 | 208.8 | 165.5 | 121. |
| $406-435 | 0 | 0 | 5.3 | 190.4 | 378.4 | 240.6 | 160.1 | 135.2 | 94. |
| $436+ | 0 | 4.3 | 24.2 | 141.6 | 811.6 | 1032.6 | 914.2 | 711.3 | 430. |
| TOTAL | 0 | 865.6 | 5512.8 | 4074.6 | 2844.6 | 2341.0 | 1815.7 | 1351.4 | 881. |

REGION 11

### TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 5 |
| $0-165 | 0 | 17.4 | 50.6 | 43.3 | 41.1 | 39.1 | 26.0 | 9.5 | 7 |
| $166-195 | 0 | 35.8 | 32.2 | 19.2 | 11.2 | 5.4 | 3.5 | 4.0 | 4 |
| $196-225 | 0 | 573.1 | 1053.3 | 150.4 | 76.7 | 60.2 | 28.8 | 16.0 | 2 |
| $226-255 | 0 | 227.9 | 2024.5 | 336.6 | 104.5 | 74.2 | 44.8 | 20.6 | 13 |
| $256-285 | 0 | 3.6 | 1496.7 | 610.1 | 140.9 | 101.0 | 93.3 | 44.0 | 20 |
| $286-315 | 0 | 1.1 | 612.3 | 897.3 | 218.3 | 135.0 | 87.6 | 43.5 | 30 |
| $316-345 | 0 | 1.6 | 191.0 | 820.4 | 292.1 | 172.3 | 115.0 | 85.9 | 65 |
| $346-375 | 0 | .6 | 58.6 | 570.6 | 340.1 | 223.6 | 151.2 | 118.5 | 97 |
| $376-405 | 0 | 2.1 | 17.0 | 380.5 | 491.0 | 298.8 | 220.6 | 172.0 | 122 |
| $406-435 | 0 | 0 | 5.3 | 207.2 | 402.9 | 259.2 | 170.0 | 152.0 | 99 |
| $436+ | 0 | 4.3 | 24.6 | 187.0 | 973.7 | 1281.4 | 1193.6 | 931.8 | 559 |
| TOTAL | 0 | 867.6 | 5566.1 | 4222.7 | 3092.5 | 2650.4 | 2134.4 | 1597.9 | 1020 |

STATE TOTAL

## SUPERINTENDENT

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .5 | .5 |
| $256-285 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 1.0 | .8 | 0 | .4 | 3.2 |
| $286-315 | 0 | 0 | 0 | 1.0 | 0 | 1.0 | 4.5 | 2.0 | 1.7 | 0 | 2.0 | 12.2 |
| $316-345 | 0 | 0 | 0 | 2.0 | 2.0 | 2.6 | 3.2 | 3.5 | 4.0 | 1.0 | 1.0 | 19.3 |
| $346-375 | 0 | 0 | 0 | 3.0 | 10.0 | 4.0 | 8.7 | 9.5 | 6.0 | 5.0 | 3.0 | 49.2 |
| $376-405 | 0 | 0 | .5 | 1.8 | 9.0 | 12.3 | 10.0 | 4.0 | 16.0 | 15.9 | 7.0 | 76.5 |
| $406-435 | 0 | 0 | 0 | 3.0 | 4.0 | 9.0 | 9.0 | 11.8 | 11.4 | 5.0 | 6.0 | 59.2 |
| $436+ | 0 | 0 | 0 | 2.3 | 13.0 | 32.8 | 33.0 | 49.4 | 31.0 | 16.0 | 13.0 | 190.6 |
| TOTAL | 0 | 0 | .5 | 14.2 | 39.0 | 61.8 | 68.4 | 81.2 | 70.9 | 42.9 | 32.9 | 411.7 |

STATE TOTAL

## ASST. SUPERINTENDENT

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $226-255 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $256-285 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $286-315 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 0 | 2.0 | 4.0 |
| $316-345 | 0 | 0 | 0 | 1.0 | .2 | 0 | 1.0 | 0 | 0 | 0 | 0 | 2.2 |
| $346-375 | 0 | 0 | 0 | 2.6 | 0 | 1.3 | 0 | .5 | 0 | 0 | 1.0 | 5.5 |
| $376-405 | 0 | 0 | 0 | 1.0 | 1.0 | 4.0 | 2.0 | 1.0 | 0 | 2.0 | 0 | 11.0 |
| $406-435 | 0 | 0 | 0 | 2.0 | 3.5 | 2.0 | 6.0 | 3.5 | 0 | 1.0 | 1.0 | 19.0 |
| $436+ | 0 | 0 | 0 | 3.5 | 12.0 | 28.0 | 26.2 | 33.5 | 14.5 | 12.0 | 6.0 | 135.7 |
| TOTAL | 0 | 0 | 1.0 | 10.1 | 17.7 | 36.3 | 35.2 | 39.5 | 14.5 | 15.0 | 10.0 | 179.3 |

STATE TOTAL

## KINDERGARTEN

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 2.5 | 7.0 | 1.0 | 1.0 | 1.6 | 1.0 | 2.0 | 0 | 1.0 | 2.0 | 19.1 |
| $166-195 | 0 | 7.0 | 4.5 | 1.5 | 1.0 | 1.0 | 1.5 | 1.0 | .5 | 1.0 | 1.5 | 20.5 |
| $196-225 | 0 | 58.6 | 87.3 | 10.7 | 4.0 | 7.2 | 3.0 | 2.5 | 3.5 | 2.0 | 8.0 | 186.8 |
| $226-255 | 0 | 31.6 | 161.4 | 14.0 | 16.6 | 14.0 | 7.0 | 6.0 | 3.5 | 0 | 3.5 | 257.6 |
| $256-285 | 0 | 1.0 | 102.5 | 26.6 | 17.0 | 21.5 | 11.0 | 7.5 | 6.0 | 3.0 | 4.0 | 200.1 |
| $286-315 | 0 | 0 | 24.5 | 34.5 | 21.0 | 19.5 | 16.0 | 13.0 | 16.0 | 4.0 | 7.5 | 156.0 |
| $316-345 | 0 | 0 | 6.5 | 30.0 | 24.1 | 29.0 | 33.0 | 16.0 | 17.5 | 18.5 | 14.0 | 188.6 |
| $346-375 | 0 | 0 | 1.0 | 13.5 | 15.0 | 19.5 | 20.0 | 17.5 | 15.0 | 7.0 | 5.0 | 113.5 |
| $376-405 | 0 | 0 | 0 | 6.0 | 15.0 | 15.5 | 20.5 | 16.0 | 14.5 | 10.5 | 3.5 | 101.5 |
| $406-435 | 0 | 0 | 1.0 | 4.0 | 8.0 | 6.0 | 7.0 | 6.6 | 2.5 | 3.0 | 1.0 | 39.1 |
| $436+ | 0 | 1.1 | 1.5 | 1.0 | 6.0 | 9.5 | 15.0 | 6.5 | 10.5 | 8.0 | 3.0 | 62.1 |
| TOTAL | 0 | 101.8 | 397.2 | 142.8 | 128.7 | 144.3 | 135.0 | 94.6 | 89.5 | 58.0 | 53.0 | 1344.8 |

STATE TOTAL ELEM. PRINCIPALS + ASST.

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 1.0 |
| $166-195 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $196-225 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | .2 | .5 | 1.7 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | .0 | 1.0 | 1.0 | 0 | .5 | 0 | 2.5 |
| $256-285 | 0 | 0 | 1.5 | 1.0 | 1.0 | 2.0 | .5 | 2.0 | 1.0 | .5 | 1.0 | 10.5 |
| $286-315 | 0 | 0 | 3.0 | 5.2 | 5.8 | 4.5 | .7 | 3.8 | 2.0 | 4.6 | 1.0 | 30.7 |
| $316-345 | 0 | 0 | 4.5 | 13.5 | 9.8 | 9.1 | 6.2 | 4.0 | 4.3 | 7.4 | 3.5 | 62.2 |
| $346-375 | 0 | 0 | 2.0 | 19.7 | 26.2 | 11.7 | 8.9 | 4.0 | 2.5 | 4.7 | 4.0 | 83.6 |
| $376-405 | 0 | 0 | 1.5 | 16.7 | 34.8 | 14.1 | 14.4 | 7.4 | 3.5 | 3.5 | 6.0 | 101.8 |
| $406-435 | 0 | 0 | .5 | 11.8 | 25.2 | 17.4 | 16.0 | 9.0 | 5.5 | 6.0 | 4.0 | 95.3 |
| $436+ | 0 | 0 | 0 | 36.0 | 72.8 | 99.7 | 97.6 | 68.3 | 47.5 | 27.0 | 18.0 | 467.0 |
| TOTAL | 0 | 0 | 13.0 | 105.8 | 175.5 | 158.5 | 145.2 | 99.5 | 66.3 | 54.4 | 39.0 | 857.4 |

STATE TOTAL SEC. PRINCIPALS + ASST.

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | .2 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | .8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .8 |
| $226-255 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 0 | 0 | .2 | .2 | 0 | 2.4 |
| $256-285 | 0 | 0 | 2.5 | 1.0 | 2.7 | 0 | 0 | 0 | 0 | 0 | 0 | 6.2 |
| $286-315 | 0 | 0 | 4.3 | 6.5 | 5.8 | 2.2 | 2.3 | 1.7 | 1.4 | .8 | 1.7 | 26.7 |
| $316-345 | 0 | 0 | 5.2 | 15.9 | 25.3 | 10.2 | 5.5 | 4.0 | 1.5 | 1.7 | .5 | 69.8 |
| $346-375 | 0 | 0 | 6.0 | 29.8 | 28.5 | 21.8 | 10.8 | 5.2 | 4.0 | 3.3 | 3.8 | 113.2 |
| $376-405 | 0 | 0 | 0 | 29.4 | 17.9 | 28.7 | 17.8 | 9.9 | 3.7 | 3.0 | 1.0 | 111.3 |
| $406-435 | 0 | 0 | .5 | 24.0 | 29.7 | 29.2 | 22.5 | 18.0 | 10.0 | 1.0 | 3.0 | 137.8 |
| $436+ | 0 | 0 | 1.0 | 23.2 | 67.0 | 90.3 | 122.5 | 92.2 | 47.0 | 24.0 | 19.0 | 486.1 |
| TOTAL | 0 | .8 | 20.5 | 129.8 | 177.8 | 182.4 | 181.4 | 130.9 | 67.8 | 34.0 | 29.2 | 954.5 |

STATE TOTAL OTHER ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 2.0 | 1.6 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.6 |
| $166-195 | 0 | .6 | 1.0 | 0 | 0 | 0 | 3.0 | 0 | 0 | 0 | 0 | 4.6 |
| $196-225 | 0 | 2.5 | 13.1 | 1.3 | .5 | 1.0 | 0 | 1.0 | 0 | 0 | 0 | 19.4 |
| $226-255 | 0 | 1.7 | 25.7 | 5.2 | 3.0 | 3.0 | 1.7 | 1.5 | 1.0 | 0 | 0 | 42.8 |
| $256-285 | 0 | 0 | 15.9 | 12.9 | 4.0 | 2.6 | 4.5 | 2.2 | .5 | 1.0 | 1.5 | 45.2 |
| $286-315 | 0 | 0 | 10.7 | 23.8 | 11.1 | 8.2 | 4.9 | 5.5 | 3.0 | 1.8 | 1.0 | 70.0 |
| $316-345 | 0 | 0 | 2.0 | 27.6 | 20.2 | 14.1 | 12.7 | 7.8 | 4.8 | 2.0 | 2.8 | 93.9 |
| $346-375 | 0 | 0 | 3.6 | 26.8 | 28.2 | 21.3 | 15.5 | 6.9 | 10.2 | 4.5 | 4.0 | 121.0 |
| $376-405 | 0 | 0 | 1.0 | 14.4 | 28.1 | 24.3 | 16.5 | 16.9 | 8.0 | 8.2 | 2.4 | 119.7 |
| $406-435 | 0 | 0 | .0 | 8.1 | 19.4 | 26.5 | 16.5 | 18.5 | 7.8 | 7.6 | 5.7 | 110.1 |
| $436+ | 0 | 0 | .4 | 9.2 | 70.9 | 106.1 | 106.0 | 83.7 | 53.3 | 31.9 | 19.6 | 481.2 |
| TOTAL | 0 | 4.8 | 75.5 | 130.9 | 186.3 | 207.0 | 181.3 | 144.1 | 88.6 | 57.0 | 36.9 | 1112.5 |

STATE TOTAL

TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 2.0 | 1.6 | 1.0 | 0 | 0 | 0 | 0 | 0 | 1.2 | 5.8 |
| $166-195 | 0 | .6 | 1.0 | 1.0 | 0 | 0 | 3.0 | 0 | 0 | 0 | 0 | 5.6 |
| $196-225 | 0 | 3.3 | 13.1 | 2.3 | 2.5 | 1.0 | 0 | 1.0 | 0 | .2 | .5 | 23.9 |
| $226-255 | 0 | 1.7 | 27.7 | 5.2 | 4.0 | 3.0 | 2.7 | 2.5 | 1.2 | .7 | .5 | 49.2 |
| $256-285 | 0 | 0 | 19.9 | 15.9 | 7.6 | 4.6 | 5.0 | 5.2 | 2.3 | 1.5 | 2.9 | 65.1 |
| $286-315 | 0 | 0 | 18.1 | 36.4 | 22.7 | 16.9 | 12.4 | 14.0 | 8.1 | 7.2 | 7.7 | 143.6 |
| $316-345 | 0 | 0 | 11.6 | 60.0 | 57.4 | 36.1 | 28.5 | 19.3 | 14.6 | 12.1 | 7.8 | 247.3 |
| $346-375 | 0 | 0 | 11.6 | 81.9 | 92.9 | 60.1 | 43.9 | 26.1 | 22.7 | 17.5 | 15.8 | 372.5 |
| $376-405 | 0 | 0 | 3.0 | 63.3 | 90.8 | 83.5 | 60.6 | 39.2 | 31.2 | 32.5 | 16.4 | 420.4 |
| $406-435 | 0 | 0 | 1.0 | 48.9 | 81.7 | 84.0 | 70.0 | 60.9 | 34.7 | 20.6 | 19.7 | 421.5 |
| $436+ | 0 | 0 | 1.4 | 74.3 | 235.7 | 356.8 | 385.4 | 327.1 | 193.3 | 110.9 | 75.6 | 1760.5 |
| TOTAL | 0 | 5.6 | 110.6 | 390.9 | 596.3 | 646.0 | 611.5 | 495.2 | 308.1 | 203.2 | 148.0 | 3515.4 |

STATE TOTAL

ELEM. CLASSROOM TEACHER

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 14.8 | 21.5 | 18.4 | 24.2 | 14.7 | 10.5 | 8.7 | 7.0 | 4.5 | 16.8 | 141.2 |
| $166-195 | 0 | 63.1 | 59.2 | 11.9 | 5.6 | 8.5 | 11.9 | 14.5 | 19.3 | 14.5 | 14.5 | 223.0 |
| $196-225 | 0 | 574.5 | 925.2 | 113.6 | 66.0 | 49.6 | 55.0 | 36.5 | 41.5 | 30.8 | 32.5 | 1925.3 |
| $226-255 | 0 | 269.9 | 1627.4 | 318.8 | 107.0 | 101.1 | 94.4 | 65.1 | 82.0 | 68.8 | 58.6 | 2793.1 |
| $256-285 | 1.0 | 5.0 | 1080.1 | 514.4 | 175.1 | 161.5 | 135.2 | 98.0 | 96.0 | 84.1 | 58.1 | 2408.5 |
| $286-315 | 0 | .5 | 351.2 | 595.1 | 248.1 | 214.0 | 167.4 | 170.2 | 181.7 | 161.2 | 69.3 | 2158.7 |
| $316-345 | 0 | 1.0 | 77.5 | 442.5 | 242.5 | 242.8 | 205.8 | 192.5 | 236.0 | 251.5 | 89.5 | 1981.6 |
| $346-375 | 0 | 0 | 12.0 | 240.6 | 207.0 | 176.3 | 112.6 | 110.3 | 152.2 | 141.3 | 36.0 | 1188.4 |
| $376-405 | 0 | .5 | .5 | 141.0 | 220.7 | 162.8 | 125.1 | 112.5 | 98.3 | 86.2 | 51.0 | 998.7 |
| $406-435 | 0 | 0 | 0 | 57.9 | 115.3 | 106.6 | 67.0 | 67.0 | 50.0 | 53.0 | 16.0 | 532.8 |
| $436+ | 0 | 2.4 | 7.8 | 22.5 | 161.9 | 182.7 | 170.2 | 127.5 | 98.5 | 85.0 | 30.0 | 888.4 |
| TOTAL | 1.0 | 931.8 | 4162.3 | 2476.7 | 1573.4 | 1420.7 | 1155.1 | 1002.8 | 1062.5 | 980.9 | 472.4 | 15239.7 |

STATE TOTAL

SECONDARY CLASSROOM TEACHER

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 32.0 | 45.9 | 21.4 | 16.9 | 17.7 | 7.0 | 4.4 | 2.0 | .8 | 6.4 | 154.6 |
| $166-195 | 0 | 140.3 | 134.5 | 25.3 | 9.2 | 10.8 | 8.4 | 3.6 | 0 | 2.0 | 1.7 | 335.6 |
| $196-225 | 0 | 843.0 | 1317.5 | 157.5 | 52.5 | 26.9 | 21.9 | 11.4 | 1.8 | .4 | 9.8 | 2442.7 |
| $226-255 | .8 | 348.1 | 2174.4 | 529.1 | 140.8 | 59.3 | 46.6 | 27.2 | 14.4 | 4.2 | 23.6 | 3368.6 |
| $256-285 | 0 | 7.8 | 1355.5 | 914.5 | 250.5 | 96.0 | 97.5 | 62.1 | 29.7 | 14.5 | 29.0 | 2857.2 |
| $286-315 | 0 | 3.2 | 439.8 | 928.3 | 338.6 | 194.3 | 146.5 | 112.9 | 88.1 | 45.7 | 40.2 | 2337.5 |
| $316-345 | 0 | 5.4 | 136.2 | 721.3 | 508.6 | 306.3 | 210.8 | 162.6 | 148.2 | 75.7 | 47.9 | 2322.9 |
| $346-375 | 0 | 8.4 | 43.1 | 416.9 | 402.9 | 312.9 | 243.8 | 171.9 | 101.3 | 85.5 | 47.0 | 1833.8 |
| $376-405 | 0 | 6.6 | 23.6 | 251.2 | 391.1 | 287.9 | 245.4 | 164.0 | 110.7 | 103.0 | 54.4 | 1638.0 |
| $406-435 | 0 | 1.0 | 16.8 | 137.7 | 319.6 | 222.2 | 192.6 | 142.0 | 88.5 | 43.0 | 35.7 | 1199.1 |
| $436+ | 0 | 9.8 | 40.7 | 128.4 | 587.0 | 727.8 | 604.1 | 459.8 | 249.0 | 123.5 | 68.0 | 2998.2 |
| TOTAL | .8 | 1405.7 | 5728.0 | 4231.8 | 3017.9 | 2262.0 | 1824.4 | 1322.0 | 833.7 | 498.4 | 363.7 | 21488.3 |

STATE TOTAL

## OTHER INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 10.3 | 60.2 | 50.0 | 51.4 | 42.0 | 31.3 | 12.0 | 15.6 | 4.0 | 16.7 | 293.5 |
| $166-195 | 0 | 63.2 | 62.4 | 30.0 | 17.6 | 16.5 | 7.5 | 8.0 | 8.1 | 3.0 | 11.8 | 227.9 |
| $196-225 | 0 | 307.1 | 451.1 | 73.7 | 58.1 | 59.0 | 32.9 | 27.0 | 5.3 | 7.1 | 9.2 | 1030.5 |
| $226-255 | .2 | 143.3 | 715.4 | 154.8 | 56.5 | 63.8 | 30.7 | 32.7 | 13.2 | 13.7 | 15.0 | 1239.3 |
| $256-285 | 1.0 | 3.3 | 409.8 | 240.0 | 87.9 | 71.1 | 62.3 | 39.9 | 31.7 | 26.3 | 36.7 | 1009.9 |
| $286-315 | 0 | 1.4 | 137.6 | 261.6 | 109.9 | 74.8 | 70.2 | 58.4 | 40.7 | 49.4 | 42.1 | 846.1 |
| $316-345 | 0 | .2 | 38.1 | 200.9 | 127.9 | 106.3 | 88.5 | 87.8 | 90.3 | 66.3 | 39.7 | 846.0 |
| $346-375 | 0 | .8 | 13.2 | 117.8 | 109.1 | 97.3 | 88.2 | 76.5 | 68.5 | 57.1 | 28.7 | 657.2 |
| $376-405 | 0 | 2.4 | 7.1 | 79.5 | 104.9 | 101.7 | 82.1 | 69.0 | 63.5 | 50.6 | 31.7 | 592.7 |
| $406-435 | 0 | .5 | 1.3 | 39.2 | 91.4 | 84.7 | 54.7 | 51.6 | 29.7 | 25.5 | 20.6 | 399.2 |
| $436+ | 0 | 4.0 | 12.4 | 37.4 | 185.1 | 267.8 | 247.7 | 194.5 | 123.3 | 89.6 | 87.4 | 1249.2 |
| TOTAL | 1.2 | 536.4 | 1908.6 | 1284.9 | 999.8 | 985.1 | 796.0 | 657.3 | 489.8 | 392.8 | 339.6 | 8391.6 |

STATE TOTAL

## TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 59.6 | 134.6 | 90.9 | 93.6 | 76.0 | 49.8 | 27.1 | 24.6 | 10.3 | 41.9 | 608.4 |
| $166-195 | 0 | 273.6 | 260.5 | 68.6 | 33.4 | 36.8 | 29.2 | 27.1 | 27.9 | 20.5 | 29.5 | 807.1 |
| $196-225 | 0 | 1783.1 | 2781.2 | 355.6 | 180.6 | 142.8 | 112.8 | 77.4 | 52.2 | 40.3 | 59.5 | 5585.4 |
| $226-255 | 1.0 | 792.9 | 4678.5 | 1016.7 | 320.9 | 238.3 | 178.7 | 131.0 | 113.1 | 86.8 | 100.7 | 7658.5 |
| $256-285 | 2.0 | 17.1 | 2947.8 | 1695.4 | 530.5 | 350.2 | 306.0 | 207.4 | 163.4 | 128.0 | 127.9 | 6475.7 |
| $286-315 | 0 | 5.1 | 953.0 | 1819.6 | 717.6 | 502.6 | 400.0 | 354.4 | 326.5 | 260.3 | 159.2 | 5498.3 |
| $316-345 | 0 | 6.6 | 258.3 | 1394.7 | 903.1 | 684.3 | 538.1 | 458.9 | 492.0 | 412.0 | 191.0 | 5339.1 |
| $346-375 | 0 | 9.2 | 69.3 | 788.9 | 734.1 | 606.0 | 464.6 | 376.3 | 336.9 | 291.0 | 116.7 | 3792.9 |
| $376-405 | 0 | 9.6 | 31.2 | 477.7 | 731.7 | 567.9 | 473.2 | 361.5 | 287.0 | 250.3 | 140.6 | 3330.8 |
| $406-435 | 0 | 1.5 | 19.1 | 238.8 | 534.4 | 419.5 | 321.3 | 267.1 | 170.8 | 124.4 | 73.3 | 2170.3 |
| $436+ | 0 | 17.3 | 62.4 | 189.3 | 940.0 | 1187.7 | 1036.9 | 788.3 | 481.2 | 306.2 | 188.4 | 5197.8 |
| TOTAL | 3.0 | 2975.7 | 12196.0 | 8136.2 | 5719.8 | 4812.1 | 3910.6 | 3076.7 | 2475.5 | 1930.1 | 1228.6 | 46464.4 |

STATE TOTAL

## TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 59.6 | 136.6 | 92.5 | 94.6 | 76.0 | 49.8 | 27.1 | 24.6 | 10.3 | 43.1 | 614.2 |
| $166-195 | 0 | 274.2 | 261.5 | 69.6 | 33.4 | 36.8 | 32.2 | 27.1 | 27.9 | 20.5 | 29.5 | 812.7 |
| $196-225 | 0 | 1786.4 | 2794.3 | 357.9 | 183.1 | 143.8 | 112.8 | 78.4 | 52.2 | 40.5 | 60.0 | 5609.3 |
| $226-255 | 1.0 | 794.6 | 4706.2 | 1021.9 | 324.9 | 241.3 | 181.4 | 133.5 | 114.2 | 87.5 | 101.2 | 7707.7 |
| $256-285 | 2.0 | 17.1 | 2967.8 | 1711.4 | 538.1 | 354.8 | 311.0 | 212.6 | 165.7 | 129.5 | 130.7 | 6540.8 |
| $286-315 | 0 | 5.1 | 971.1 | 1856.0 | 740.4 | 519.5 | 412.4 | 368.4 | 334.6 | 267.5 | 166.9 | 5641.9 |
| $316-345 | 0 | 6.6 | 269.9 | 1454.7 | 960.5 | 720.4 | 566.6 | 478.2 | 506.5 | 424.1 | 198.8 | 5586.4 |
| $346-375 | 0 | 9.2 | 80.9 | 870.8 | 826.9 | 666.1 | 508.5 | 402.4 | 359.6 | 308.4 | 132.5 | 4165.4 |
| $376-405 | 0 | 9.6 | 34.3 | 541.0 | 822.5 | 651.4 | 533.7 | 400.7 | 318.2 | 282.8 | 157.0 | 3751.2 |
| $406-435 | 0 | 1.5 | 20.1 | 287.7 | 616.0 | 503.5 | 391.4 | 328.0 | 205.5 | 145.0 | 93.0 | 2591.8 |
| $436+ | 0 | 17.3 | 63.8 | 263.6 | 1175.7 | 1544.6 | 1422.3 | 1115.4 | 674.5 | 417.1 | 264.0 | 6958.3 |
| TOTAL | 3.0 | 2981.3 | 12306.6 | 8527.0 | 6316.1 | 5458.1 | 4522.1 | 3571.9 | 2783.6 | 2133.4 | 1376.7 | 49979.8 |

STATE TOTAL SUPERINTENDENT

| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | | | | | | |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .5 | .5 |
| $256-285 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | .8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.8 |
| $286-315 | 0 | 0 | 0 | 1.0 | 1.0 | 0 | 0 | 1.7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3.7 |
| $316-345 | 0 | 0 | .5 | 0 | 3.0 | 1.0 | 0 | 1.0 | 1.0 | 1.0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 8.5 |
| $346-375 | 2.5 | 1.0 | 1.0 | 2.0 | 3.0 | 2.0 | 1.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 2.0 | 0 | 0 | 20.5 |
| $376-405 | 2.0 | 1.0 | 0 | 0 | 1.0 | 3.5 | 4.0 | 5.0 | 1.5 | 2.0 | 1.9 | 2.0 | 6.0 | 5.0 | 1.0 | 3.0 | 38.9 |
| $406-435 | 4.0 | 4.0 | 2.0 | 1.0 | .8 | 6.5 | 1.9 | 2.0 | 1.0 | 0 | 3.0 | 0 | 1.0 | 0 | 1.0 | 2.0 | 30.2 |
| $436+ | 7.0 | 13.0 | 12.4 | 11.0 | 6.0 | 8.0 | 7.0 | 5.0 | 4.0 | 7.0 | 5.0 | 3.0 | 1.0 | 4.0 | 3.0 | 4.0 | 100.4 |
| TOTAL | 15.5 | 19.0 | 15.9 | 15.0 | 15.8 | 21.0 | 13.9 | 14.7 | 11.3 | 10.0 | 9.9 | 8.0 | 8.0 | 11.0 | 6.0 | 9.5 | 204.5 |

STATE TOTAL ASST. SUPERINTENDENT

| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | | | | | | |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $256-285 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $286-315 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $316-345 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $346-375 | .5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .5 |
| $376-405 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .5 | .5 | 1.0 | 0 | 0 | 0 | 3.0 |
| $406-435 | 0 | 1.0 | 1.0 | 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 4.5 |
| $436+ | 16.0 | 2.0 | 9.0 | 2.0 | 4.5 | 1.0 | 2.0 | 2.0 | 5.5 | 4.0 | 2.0 | 4.0 | 2.0 | 2.0 | 2.0 | 1.0 | 61.0 |
| TOTAL | 16.5 | 4.0 | 11.0 | 2.0 | 6.0 | 1.0 | 2.0 | 2.0 | 5.5 | 4.0 | 2.5 | 5.5 | 3.0 | 2.0 | 2.0 | 1.0 | 70.0 |

STATE TOTAL KINDERGARTEN

| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | | | | | | |
| $0-165 | 0 | 0 | 0 | 0 | 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 3.0 |
| $166-195 | 0 | 1.0 | 0 | 0 | 0 | .5 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 2.5 |
| $196-225 | 1.0 | 1.0 | 0 | .5 | 0 | 0 | 2.5 | 1.0 | 0 | 0 | 0 | 0 | 1.0 | 1.0 | 0 | 3.0 | 11.0 |
| $226-255 | .5 | 1.0 | 4.0 | 0 | .5 | 0 | 1.0 | 1.0 | 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 9.5 |
| $256-285 | 1.0 | 0 | 2.0 | 2.5 | 2.0 | 1.0 | 1.5 | .5 | 2.0 | 1.0 | 0 | 0 | 0 | 3.0 | 0 | 0 | 16.5 |
| $286-315 | 2.0 | 4.0 | 4.0 | 1.0 | 2.0 | 0 | 2.0 | 4.0 | 4.0 | 6.0 | 1.0 | 0 | 1.0 | 1.0 | 1.0 | 1.0 | 34.0 |
| $316-345 | 3.0 | 6.0 | 3.0 | 3.0 | 1.0 | 4.0 | 2.0 | 2.5 | 4.0 | 5.0 | 3.5 | 5.0 | 6.0 | 3.0 | 1.0 | 4.0 | 56.0 |
| $346-375 | 4.0 | 3.0 | 2.5 | 4.0 | 4.0 | 3.0 | 3.0 | 5.0 | 2.0 | 2.0 | 0 | 2.0 | 2.0 | 2.0 | 1.0 | 1.0 | 40.5 |
| $376-405 | 4.0 | 0 | 4.0 | 5.0 | 3.0 | 4.0 | 4.5 | 1.0 | 3.0 | 2.0 | 0 | 4.5 | 4.0 | 2.0 | 0 | 2.0 | 43.0 |
| $406-435 | 2.0 | 2.0 | 0 | 0 | 2.6 | 1.0 | 1.5 | 0 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 1.0 | 0 | 12.1 |
| $436+ | 1.0 | 2.0 | 2.5 | 0 | 1.0 | 2.0 | 2.5 | 2.0 | 3.0 | 1.0 | 1.0 | 1.0 | 3.0 | 3.0 | 0 | 0 | 25.0 |
| TOTAL | 18.5 | 20.0 | 22.0 | 16.0 | 18.1 | 15.5 | 20.5 | 17.0 | 18.0 | 18.5 | 7.5 | 12.5 | 18.0 | 15.0 | 5.0 | 11.0 | 253.1 |

STATE TOTAL ELEM. PRINCIPALS + ASST.

| WEEKLY SALARY | AGE IN YEARS 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | 0 | 0 | .0 | 0 | .5 | .7 |
| $226-255 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .5 | 0 | 0 | 1.5 |
| $256-285 | 1.0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 1.0 | .5 | 0 | .0 | 0 | 0 | 0 | 3.5 |
| $286-315 | 1.2 | 0 | .7 | 1.7 | .3 | 0 | 1.0 | .5 | .5 | 0 | .7 | 1.7 | 1.0 | .7 | .5 | .5 | 10.9 |
| $316-345 | 1.5 | 0 | 1.5 | 0 | 1.0 | .7 | 2.0 | .8 | 0 | .8 | 3.0 | 1.7 | .7 | .5 | 1.5 | 0 | 15.7 |
| $346-375 | 0 | 2.0 | 1.0 | 0 | 1.0 | 0 | 1.0 | 1.5 | 0 | 0 | 0 | 3.7 | 0 | 0 | 1.0 | 1.0 | 12.2 |
| $376-405 | 5.0 | 1.2 | 1.0 | 0 | .2 | .5 | 1.0 | 1.0 | 1.0 | 0 | 0 | 2.0 | 0 | 0 | 1.5 | 1.0 | 15.4 |
| $406-435 | 3.0 | 0 | 2.5 | 3.0 | .5 | 2.5 | 1.0 | 0 | 1.0 | 1.0 | 1.0 | .5 | 1.0 | 1.0 | 2.5 | 3.0 | 23.5 |
| $436+ | 12.0 | 18.0 | 13.9 | 13.4 | 11.0 | 13.0 | 10.0 | 7.0 | 8.5 | 9.0 | 6.0 | 3.0 | 6.0 | 8.0 | 4.0 | 5.0 | 147.8 |
| TOTAL | 23.7 | 21.2 | 20.6 | 19.0 | 15.0 | 16.7 | 16.0 | 10.9 | 11.0 | 11.8 | 11.3 | 12.5 | 8.7 | 10.7 | 11.1 | 11.0 | 231.2 |

STATE TOTAL SEC. PRINCIPALS + ASST.

| WEEKLY SALARY | AGE IN YEARS 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | .2 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $226-255 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | 0 | 0 | .2 | 0 | 0 | 0 | 0 | 0 | .4 |
| $256-285 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $286-315 | 0 | 1.0 | .7 | 0 | 0 | 0 | 0 | 1.0 | .4 | 0 | .8 | 0 | 0 | 0 | 0 | .7 | 4.6 |
| $316-345 | .3 | 3.0 | .8 | 0 | 0 | .5 | 0 | 0 | 0 | 1.0 | 0 | 0 | .8 | .9 | 0 | 0 | 7.2 |
| $346-375 | 1.8 | 0 | 1.0 | 2.4 | 0 | 1.0 | 1.0 | 0 | 1.0 | 1.0 | 1.0 | 2.3 | 0 | 0 | 0 | 0 | 12.5 |
| $376-405 | 1.0 | 1.0 | 3.0 | 0 | 4.9 | 0 | 2.9 | .8 | 0 | 0 | 0 | 1.0 | 2.0 | 0 | 0 | 0 | 16.5 |
| $406-435 | 4.0 | 2.0 | 3.0 | 8.0 | 1.0 | 1.0 | 0 | 4.0 | 1.0 | 4.0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 29.0 |
| $436+ | 26.0 | 17.5 | 16.7 | 14.0 | 18.0 | 18.0 | 7.0 | 6.0 | 5.0 | 11.0 | 2.0 | 7.0 | 6.0 | 5.0 | 4.0 | 3.0 | 166.1 |
| TOTAL | 33.0 | 24.5 | 25.1 | 24.4 | 23.9 | 20.5 | 10.9 | 12.0 | 7.4 | 17.0 | 4.0 | 11.3 | 8.8 | 5.9 | 4.0 | 3.9 | 236.6 |

STATE TOTAL OTHER ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $226-255 | 0 | 0 | 0 | .5 | 1.0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.5 |
| $256-285 | 2.0 | .2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .5 | 1.0 | 0 | 0 | 0 | 0 | 0 | 3.7 |
| $286-315 | 1.2 | 1.3 | 2.0 | 0 | 1.0 | 1.0 | 1.5 | .3 | .0 | .2 | .4 | 1.4 | 0 | 0 | 0 | 0 | 10.4 |
| $316-345 | 0 | 1.2 | 0 | 3.6 | 3.0 | 1.6 | 0 | .2 | 0 | 3.0 | .4 | 1.0 | .3 | .1 | .2 | 1.0 | 15.6 |
| $346-375 | 1.2 | 1.1 | 2.0 | 1.6 | 1.0 | 3.2 | 1.0 | 3.0 | 1.0 | 2.0 | 0 | 1.7 | 0 | 1.0 | 1.8 | 0 | 21.5 |
| $376-405 | 4.8 | 6.0 | 3.8 | 1.3 | 1.0 | 3.8 | .7 | 0 | .4 | 3.2 | 2.2 | 4.3 | .7 | 1.0 | 0 | 0 | 33.1 |
| $406-435 | 4.0 | 4.0 | 5.0 | 3.8 | 1.7 | .7 | 3.0 | 0 | 2.5 | 1.6 | 4.6 | 2.0 | 1.0 | 0 | 0 | 0 | 34.0 |
| $436+ | 21.0 | 25.6 | 9.2 | 8.8 | 19.2 | 7.4 | 13.8 | 14.2 | 8.9 | 8.9 | 9.4 | 4.6 | 8.2 | 4.7 | 5.0 | 2.0 | 170.9 |
| TOTAL | 34.2 | 39.4 | 22.0 | 20.6 | 27.9 | 18.6 | 19.9 | 17.8 | 12.9 | 19.4 | 17.9 | 15.0 | 10.2 | 6.8 | 7.0 | 3.0 | 292.7 |

## STATE TOTAL TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | 0 |
| $226-255 | 0 | 0 | 0 | .5 | 2.0 | 1.0 | 0 | .2 | 0 | 0 | .2 | 0 |
| $256-285 | 3.0 | .2 | 0 | 1.0 | 1.0 | 0 | 0 | 0 | .8 | 1.5 | 1.5 | 0 |
| $286-315 | 2.4 | 2.3 | 4.4 | 2.7 | 2.3 | 1.0 | 2.5 | 3.5 | .9 | .2 | 1.9 | 3.1 |
| $316-345 | 1.8 | 4.2 | 2.8 | 3.6 | 7.0 | 3.7 | 2.0 | 2.0 | 1.0 | 5.8 | 3.4 | 2.7 |
| $346-375 | 6.0 | 4.1 | 5.0 | 6.0 | 5.0 | 6.2 | 4.0 | 4.5 | 5.0 | 3.0 | 1.0 | 10.7 |
| $376-405 | 12.8 | 10.2 | 7.8 | 1.3 | 7.1 | 7.8 | 8.5 | 6.8 | 2.9 | 5.2 | 4.5 | 9.8 |
| $406-435 | 15.0 | 11.0 | 13.5 | 15.8 | 5.5 | 10.7 | 5.9 | 6.0 | 5.5 | 6.6 | 8.6 | 4.5 |
| $436+ | 82.0 | 76.1 | 61.2 | 49.1 | 58.7 | 47.4 | 39.8 | 34.3 | 31.9 | 39.9 | 24.4 | 21.6 |
| TOTAL | 122.9 | 108.0 | 94.6 | 81.1 | 88.6 | 77.8 | 62.7 | 57.3 | 48.1 | 62.2 | 45.7 | 52.4 |

## STATE TOTAL ELEM. CLASSROOM TEACHER

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 |
| $0-165 | 1.0 | 3.5 | .2 | 1.0 | 3.0 | 1.5 | 2.0 | 0 | .5 | 3.0 | 0 | 0 |
| $166-195 | 2.0 | 1.0 | 3.5 | 3.5 | 4.5 | 4.5 | 2.5 | 4.0 | 6.0 | 2.3 | 2.5 | 5.0 |
| $196-225 | 7.5 | 5.5 | 4.0 | 8.5 | 11.0 | 9.0 | 14.5 | 4.0 | 8.0 | 6.0 | 6.8 | 6.0 |
| $226-255 | 11.1 | 13.0 | 15.5 | 16.5 | 9.0 | 12.0 | 14.0 | 13.5 | 22.5 | 20.0 | 13.0 | 10.8 |
| $256-285 | 18.0 | 19.0 | 19.0 | 20.0 | 22.0 | 19.0 | 12.0 | 19.5 | 25.0 | 20.5 | 15.5 | 19.0 |
| $286-315 | 30.3 | 31.0 | 36.3 | 29.3 | 43.2 | 25.9 | 27.3 | 47.5 | 37.0 | 44.0 | 41.3 | 33.5 |
| $316-345 | 42.0 | 30.5 | 39.0 | 37.0 | 44.0 | 48.3 | 50.5 | 46.0 | 49.0 | 42.2 | 51.5 | 57.0 |
| $346-375 | 18.0 | 22.0 | 17.0 | 26.0 | 27.3 | 27.5 | 37.5 | 36.0 | 25.2 | 26.0 | 46.0 | 17.3 |
| $376-405 | 19.0 | 19.5 | 20.0 | 20.0 | 34.0 | 18.3 | 23.0 | 17.0 | 19.0 | 21.0 | 16.7 | 22.0 |
| $406-435 | 10.0 | 16.0 | 14.0 | 12.0 | 15.0 | 10.0 | 10.0 | 11.0 | 7.0 | 12.0 | 15.0 | 12.5 |
| $436+ | 30.0 | 37.0 | 18.7 | 20.3 | 21.5 | 19.5 | 14.0 | 19.0 | 23.0 | 23.0 | 22.0 | 18.0 |
| TOTAL | 188.9 | 198.0 | 187.2 | 194.2 | 234.5 | 195.5 | 207.3 | 217.5 | 222.2 | 220.0 | 230.3 | 201.1 |

## STATE TOTAL SECONDARY CLASSROOM TEACHER

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 |
| $0-165 | 2.0 | 1.4 | 1.0 | 0 | 0 | 0 | 0 | 1.0 | 1.0 | 0 | .2 | 0 |
| $166-195 | 1.0 | 0 | 0 | 2.0 | .6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 1.0 | .4 | 2.6 | 4.0 | 3.4 | 0 | 0 | .6 | 1.0 | .3 | 0 | 0 |
| $226-255 | 6.0 | 3.3 | 7.2 | 6.1 | 4.6 | 6.0 | 2.6 | 1.8 | 2.0 | 1.9 | 1.3 | 1.0 |
| $256-285 | 12.6 | 17.6 | 17.2 | 7.8 | 6.8 | 10.0 | 7.0 | 5.5 | 4.2 | 3.0 | 6.8 | 2.2 |
| $286-315 | 28.6 | 20.8 | 21.5 | 21.9 | 20.1 | 19.7 | 19.6 | 18.8 | 11.3 | 18.6 | 12.9 | 8.6 |
| $316-345 | 32.4 | 40.5 | 25.0 | 28.6 | 36.0 | 27.2 | 29.9 | 35.6 | 30.1 | 25.4 | 22.0 | 15.6 |
| $346-375 | 41.0 | 41.8 | 27.5 | 25.1 | 36.5 | 25.9 | 18.7 | 21.0 | 18.6 | 17.0 | 28.0 | 18.0 |
| $376-405 | 39.1 | 43.7 | 28.5 | 30.6 | 22.0 | 28.9 | 19.8 | 21.2 | 13.1 | 27.7 | 30.5 | 24.5 |
| $406-435 | 32.0 | 33.0 | 23.4 | 27.2 | 26.4 | 26.5 | 12.9 | 17.0 | 16.0 | 16.2 | 6.2 | 11.6 |
| $436+ | 110.1 | 107.4 | 77.1 | 79.6 | 85.6 | 66.1 | 54.0 | 45.2 | 43.2 | 40.4 | 37.4 | 37.5 |
| TOTAL | 305.9 | 309.9 | 231.1 | 233.0 | 242.1 | 210.3 | 164.5 | 167.8 | 140.5 | 150.6 | 145.4 | 119.0 |

STATE TOTAL

OTHER INSTRUCTIONAL STAFF

| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | | | | | | |
| $0-165 | 1.5 | 2.0 | 3.5 | 3.0 | 2.0 | 3.0 | 3.6 | 3.0 | 3.0 | 3.0 | 0 | 1.0 | 2.0 | 1.0 | 0 | 0 | 31.6 |
| $166-195 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 1.0 | .4 | 2.7 | 1.0 | 1.0 | 0 | 0 | 1.0 | 1.0 | 20.1 |
| $196-225 | 8.0 | 6.6 | 5.0 | 3.4 | 4.0 | 1.0 | 0 | 0 | 1.6 | 2.8 | 2.0 | 1.5 | 1.0 | 2.0 | .6 | 0 | 39.4 |
| $226-255 | 4.0 | 12.8 | 8.5 | 6.4 | 1.0 | 4.0 | 0 | 3.0 | 2.0 | 4.2 | 3.6 | 3.2 | 3.0 | 1.0 | 3.0 | 0 | 59.6 |
| $256-285 | 10.0 | 9.2 | 5.2 | 3.3 | 12.2 | 9.0 | 7.0 | 2.7 | 6.0 | 7.0 | 4.2 | 7.8 | 3.2 | 6.0 | 5.2 | 1.9 | 99.7 |
| $286-315 | 13.8 | 13.5 | 13.5 | 9.1 | 8.5 | 9.8 | 10.6 | 6.2 | 7.9 | 6.2 | 9.8 | 7.8 | 14.0 | 10.4 | 7.3 | 5.0 | 153.4 |
| $316-345 | 17.2 | 13.9 | 13.3 | 25.8 | 17.6 | 22.7 | 19.7 | 15.4 | 13.9 | 18.6 | 12.6 | 15.7 | 16.8 | 13.2 | 8.0 | 11.5 | 255.9 |
| $346-375 | 22.1 | 12.2 | 12.7 | 13.4 | 16.2 | 14.0 | 15.8 | 13.0 | 15.7 | 10.0 | 16.9 | 11.0 | 12.0 | 13.0 | 4.2 | 7.0 | 209.2 |
| $376-405 | 16.1 | 11.6 | 10.8 | 16.5 | 14.0 | 9.8 | 13.7 | 16.0 | 12.0 | 12.1 | 11.3 | 13.2 | 5.0 | 9.5 | 11.5 | 3.0 | 186.2 |
| $406-435 | 13.0 | 14.0 | 11.1 | 5.4 | 8.1 | 9.8 | 5.2 | 2.0 | 5.5 | 7.2 | 7.2 | 4.3 | 5.0 | 6.0 | 3.0 | 1.6 | 108.4 |
| $436+ | 34.2 | 33.4 | 50.1 | 37.5 | 39.2 | 27.7 | 23.2 | 30.1 | 24.5 | 17.7 | 18.6 | 20.9 | 17.2 | 18.0 | 15.0 | 9.0 | 416.4 |
| TOTAL | 143.0 | 130.1 | 134.7 | 124.7 | 124.8 | 112.8 | 100.7 | 92.4 | 92.5 | 91.4 | 87.2 | 87.5 | 79.1 | 80.2 | 58.8 | 40.0 | 1579.9 |

STATE TOTAL

TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | | | | | | |
| $0-165 | 4.5 | 6.9 | 4.7 | 4.0 | 7.0 | 4.5 | 5.6 | 4.0 | 4.5 | 6.0 | .2 | 1.0 | 3.5 | 3.6 | 2.0 | 1.0 | 63.0 |
| $166-195 | 6.0 | 3.0 | 4.5 | 6.5 | 7.1 | 7.0 | 4.5 | 5.0 | 6.4 | 5.0 | 4.5 | 6.0 | 4.0 | 2.0 | 4.0 | 2.5 | 78.0 |
| $196-225 | 17.5 | 13.5 | 11.6 | 16.4 | 18.4 | 10.0 | 17.0 | 5.6 | 10.6 | 9.0 | 8.8 | 7.5 | 6.0 | 11.4 | 6.6 | 12.0 | 181.9 |
| $226-255 | 21.6 | 30.0 | 35.2 | 29.0 | 15.1 | 22.0 | 17.6 | 19.3 | 26.5 | 27.6 | 17.8 | 15.0 | 17.0 | 23.0 | 14.0 | 18.0 | 348.9 |
| $256-285 | 41.6 | 45.8 | 43.5 | 33.5 | 43.0 | 39.0 | 27.5 | 28.2 | 37.2 | 31.5 | 26.5 | 29.0 | 26.4 | 24.1 | 22.0 | 21.0 | 519.8 |
| $286-315 | 74.8 | 69.2 | 75.3 | 61.3 | 73.8 | 55.4 | 59.5 | 76.5 | 60.2 | 74.8 | 65.1 | 49.9 | 52.9 | 55.3 | 37.1 | 24.4 | 965.6 |
| $316-345 | 94.7 | 90.9 | 80.3 | 94.4 | 98.6 | 102.3 | 102.0 | 99.5 | 97.0 | 91.2 | 89.6 | 93.3 | 96.6 | 74.5 | 58.0 | 55.1 | 1418.0 |
| $346-375 | 85.0 | 79.0 | 59.7 | 68.5 | 84.1 | 70.4 | 75.0 | 75.0 | 61.5 | 55.0 | 91.0 | 48.3 | 57.0 | 53.0 | 41.6 | 29.0 | 1033.2 |
| $376-405 | 78.2 | 74.8 | 63.4 | 72.1 | 73.0 | 61.0 | 61.0 | 55.2 | 47.1 | 62.8 | 58.5 | 64.2 | 43.8 | 39.3 | 44.5 | 31.0 | 929.9 |
| $406-435 | 57.0 | 65.0 | 48.5 | 44.6 | 52.1 | 47.3 | 29.6 | 30.0 | 28.5 | 35.4 | 29.4 | 28.5 | 29.0 | 21.0 | 16.5 | 14.0 | 576.4 |
| $436+ | 175.4 | 179.7 | 148.4 | 137.5 | 147.4 | 115.2 | 93.7 | 96.4 | 93.7 | 82.2 | 79.0 | 77.4 | 57.5 | 52.5 | 39.8 | 27.0 | 1602.7 |
| TOTAL | 656.3 | 657.9 | 575.0 | 567.9 | 619.6 | 534.1 | 493.0 | 494.7 | 473.1 | 480.5 | 470.4 | 420.1 | 393.9 | 359.7 | 286.0 | 235.0 | 7717.3 |

STATE TOTAL

TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | | | | | | |
| $0-165 | 4.5 | 6.9 | 4.7 | 4.0 | 7.0 | 4.5 | 5.6 | 4.0 | 4.5 | 6.0 | .2 | 1.0 | 3.5 | 3.6 | 2.0 | 1.2 | 63.2 |
| $166-195 | 6.0 | 3.0 | 4.5 | 6.5 | 7.1 | 7.0 | 4.5 | 5.0 | 6.4 | 5.0 | 4.5 | 6.0 | 4.0 | 2.0 | 4.0 | 2.5 | 78.0 |
| $196-225 | 17.5 | 13.5 | 11.6 | 17.4 | 18.4 | 10.0 | 17.0 | 5.6 | 10.6 | 9.0 | 9.0 | 7.5 | 6.0 | 11.4 | 6.6 | 12.5 | 183.6 |
| $226-255 | 21.6 | 30.0 | 35.2 | 29.5 | 17.1 | 23.0 | 17.6 | 19.5 | 26.5 | 27.6 | 18.0 | 15.0 | 17.0 | 23.5 | 14.0 | 18.5 | 353.7 |
| $256-285 | 44.6 | 46.0 | 43.5 | 34.5 | 44.0 | 39.0 | 27.5 | 28.2 | 38.0 | 33.0 | 28.0 | 29.0 | 26.5 | 24.1 | 22.0 | 21.0 | 528.9 |
| $286-315 | 77.1 | 71.5 | 79.6 | 64.0 | 76.1 | 56.4 | 62.0 | 80.0 | 61.1 | 75.0 | 67.0 | 53.0 | 54.0 | 56.0 | 37.6 | 25.6 | 996.2 |
| $316-345 | 96.4 | 95.0 | 83.0 | 98.0 | 105.6 | 106.0 | 104.0 | 101.5 | 98.0 | 97.0 | 93.0 | 96.0 | 98.4 | 76.0 | 60.7 | 56.1 | 1464.9 |
| $346-375 | 91.0 | 83.1 | 64.7 | 74.5 | 89.1 | 76.5 | 79.0 | 79.5 | 66.5 | 58.0 | 92.0 | 59.0 | 57.0 | 56.0 | 44.4 | 30.0 | 1100.4 |
| $376-405 | 91.0 | 85.0 | 71.2 | 73.5 | 80.0 | 68.8 | 69.5 | 62.0 | 50.0 | 68.0 | 63.0 | 74.0 | 53.5 | 45.3 | 47.0 | 35.0 | 1036.8 |
| $406-435 | 72.0 | 76.0 | 62.0 | 60.4 | 57.6 | 58.0 | 35.5 | 36.0 | 34.0 | 42.0 | 38.0 | 33.0 | 32.0 | 22.0 | 20.0 | 19.0 | 697.5 |
| $436+ | 257.4 | 255.8 | 209.6 | 186.6 | 206.1 | 162.6 | 133.5 | 130.6 | 125.6 | 122.1 | 103.4 | 99.0 | 80.7 | 76.2 | 57.8 | 42.0 | 2249.0 |
| TOTAL | 779.2 | 765.9 | 669.6 | 649.0 | 708.2 | 611.9 | 555.7 | 552.0 | 521.1 | 542.8 | 516.1 | 472.5 | 432.6 | 396.1 | 316.1 | 263.4 | 8752.3 |

## TABLE 2

ENROLL CHANGE 1

### TOTAL ADMINISTRATION

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 0 | .6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .6 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 1.0 |
| $196-225 | 0 | 0 | 1.0 | 1.0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 3.0 |
| $226-255 | 0 | 1.2 | 4.0 | 1.0 | 1.0 | 0 | 1.7 | 0 | 0 | 0 | 0 | 8.9 |
| $256-285 | 0 | 0 | 1.0 | 2.4 | 1.0 | 2.0 | 0 | 0 | 0 | 0 | 1.0 | 7.4 |
| $286-315 | 0 | 0 | 1.2 | 3.4 | 6.0 | 1.7 | 0 | 2.2 | .3 | 1.0 | .5 | 16.2 |
| $316-345 | 0 | 0 | 1.8 | 9.1 | 11.5 | 3.7 | 2.5 | 1.2 | 1.0 | .5 | 1.0 | 32.4 |
| $346-375 | 0 | 0 | 4.0 | 15.7 | 18.5 | 8.8 | 7.0 | 4.7 | 0 | 2.0 | 0 | 60.7 |
| $376-405 | 0 | 0 | 0 | 14.8 | 20.7 | 10.7 | 10.2 | 5.5 | 3.8 | 4.7 | 2.0 | 72.4 |
| $406-435 | 0 | 0 | 0 | 10.0 | 23.6 | 13.1 | 8.0 | 13.1 | 4.6 | 2.0 | 4.7 | 79.1 |
| $436+ | 0 | 0 | .4 | 21.0 | 46.1 | 54.9 | 58.9 | 39.3 | 17.0 | 10.7 | 9.0 | 257.3 |
| TOTAL | 0 | 1.2 | 13.5 | 79.0 | 129.3 | 94.8 | 89.3 | 66.0 | 26.8 | 20.8 | 18.2 | 539.0 |

ENROLL CHANGE 1

### TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 16.1 | 22.7 | 23.0 | 18.0 | 12.0 | 6.0 | 2.0 | 2.5 | .6 | 6.3 | 109.2 |
| $166-195 | 0 | 36.5 | 30.6 | 7.3 | 4.8 | 1.0 | 2.3 | 3.6 | 5.0 | 5.0 | 5.0 | 101.2 |
| $196-225 | 0 | 460.4 | 909.3 | 108.9 | 61.2 | 39.5 | 19.0 | 16.6 | 7.5 | 6.0 | 14.5 | 1642.8 |
| $226-255 | 1.0 | 192.5 | 1161.3 | 273.0 | 75.9 | 43.5 | 33.9 | 28.0 | 14.0 | 14.0 | 20.9 | 1857.9 |
| $256-285 | 2.0 | 5.6 | 560.4 | 360.7 | 103.9 | 57.1 | 39.5 | 27.0 | 20.0 | 17.5 | 25.4 | 1219.1 |
| $286-315 | 0 | 0 | 126.9 | 369.1 | 145.0 | 98.9 | 53.0 | 55.8 | 34.7 | 35.0 | 23.1 | 941.6 |
| $316-345 | 0 | 1.2 | 49.7 | 213.4 | 138.1 | 87.3 | 76.5 | 56.2 | 57.0 | 48.0 | 19.0 | 746.4 |
| $346-375 | 0 | 0 | 7.6 | 118.7 | 119.1 | 68.8 | 60.5 | 56.6 | 45.0 | 37.0 | 19.3 | 532.7 |
| $376-405 | 0 | 2.8 | 5.2 | 50.8 | 114.3 | 73.3 | 58.4 | 38.0 | 37.2 | 36.6 | 14.0 | 430.6 |
| $406-435 | 0 | 0 | 3.7 | 17.2 | 80.0 | 71.9 | 44.0 | 38.9 | 19.4 | 12.0 | 7.3 | 294.3 |
| $436+ | 0 | 2.3 | 9.2 | 16.1 | 97.0 | 101.6 | 54.6 | 60.2 | 26.0 | 19.9 | 18.3 | 405.4 |
| TOTAL | 3.0 | 717.3 | 2886.7 | 1558.2 | 957.4 | 654.9 | 447.7 | 382.9 | 268.3 | 231.7 | 173.2 | 8281.4 |

ENROLL CHANGE 1

### TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 16.1 | 22.7 | 23.6 | 18.0 | 12.0 | 6.0 | 2.0 | 2.5 | .6 | 6.3 | 109.8 |
| $166-195 | 0 | 36.5 | 30.6 | 7.3 | 4.8 | 1.0 | 3.3 | 3.6 | 5.0 | 5.0 | 5.0 | 102.2 |
| $196-225 | 0 | 460.4 | 910.3 | 109.9 | 62.2 | 39.5 | 19.0 | 16.6 | 7.5 | 6.0 | 14.5 | 1645.8 |
| $226-255 | 1.0 | 193.7 | 1165.3 | 274.0 | 76.9 | 43.5 | 35.5 | 28.0 | 14.0 | 14.0 | 20.9 | 1866.8 |
| $256-285 | 2.0 | 5.6 | 561.4 | 363.1 | 104.9 | 59.1 | 39.5 | 27.0 | 20.0 | 17.5 | 26.4 | 1226.5 |
| $286-315 | 0 | 0 | 128.1 | 372.5 | 151.0 | 100.6 | 53.0 | 58.0 | 35.0 | 36.0 | 23.6 | 957.9 |
| $316-345 | 0 | 1.2 | 51.6 | 222.5 | 149.7 | 91.0 | 79.0 | 57.4 | 58.0 | 48.5 | 20.0 | 778.9 |
| $346-375 | 0 | 0 | 11.6 | 134.5 | 137.6 | 77.5 | 67.5 | 61.3 | 45.0 | 39.0 | 19.3 | 593.4 |
| $376-405 | 0 | 2.8 | 5.2 | 65.6 | 135.0 | 84.0 | 68.6 | 43.5 | 41.0 | 41.3 | 16.0 | 502.9 |
| $406-435 | 0 | 0 | 3.7 | 27.2 | 103.6 | 85.0 | 52.0 | 52.0 | 24.0 | 14.0 | 12.0 | 373.5 |
| $436+ | 0 | 2.3 | 9.6 | 37.1 | 143.1 | 156.5 | 113.5 | 99.5 | 43.0 | 30.6 | 27.3 | 662.7 |
| TOTAL | 3.0 | 718.5 | 2900.1 | 1637.3 | 1086.8 | 749.8 | 537.0 | 448.9 | 295.0 | 252.5 | 191.4 | 8820.4 |

## ENROLL CHANGE 2 TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | .8 | .8 | 1.0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 3.6 |
| $226-255 | 0 | 0 | 2.0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 3.0 |
| $256-285 | 0 | 0 | 2.0 | .5 | .8 | 0 | 0 | 1.0 | .8 | 1.0 | 0 | 6.1 |
| $286-315 | 0 | 0 | 1.5 | 5.5 | 5.0 | 1.4 | 1.0 | .9 | 1.5 | .5 | .7 | 18.0 |
| $316-345 | 0 | 0 | 1.0 | 4.0 | 2.2 | 3.4 | 3.0 | 1.0 | .5 | 2.0 | 0 | 17.1 |
| $346-375 | 0 | 0 | 0 | 15.0 | 5.5 | 3.8 | 7.0 | 3.0 | 2.8 | 1.0 | 1.0 | 39.2 |
| $376-405 | 0 | 0 | 0 | 6.5 | 9.0 | 17.2 | 5.0 | 5.8 | 0 | 4.0 | 0 | 47.5 |
| $406-435 | 0 | 0 | 0 | 4.0 | 5.0 | 9.0 | 9.0 | 4.0 | 6.0 | 1.0 | 0 | 38.0 |
| $436+ | 0 | 0 | 0 | 6.0 | 21.4 | 32.2 | 28.2 | 24.0 | 14.6 | 8.0 | 5.0 | 139.4 |
| TOTAL | 0 | .8 | 8.3 | 42.5 | 49.9 | 67.0 | 53.2 | 39.7 | 27.3 | 17.5 | 6.7 | 312.9 |

## ENROLL CHANGE 2 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 2.0 | 10.2 | 8.4 | 4.4 | 5.0 | 4.0 | .2 | 0 | 0 | 3.5 | 37.7 |
| $166-195 | 0 | 29.6 | 20.8 | 5.7 | 3.4 | 3.6 | .4 | 1.0 | 1.0 | 5.0 | 3.0 | 73.5 |
| $196-225 | 0 | 186.6 | 274.5 | 39.4 | 23.6 | 15.4 | 7.8 | 7.0 | 3.0 | 3.1 | 6.0 | 566.5 |
| $226-255 | 0 | 106.2 | 423.7 | 95.8 | 32.6 | 27.8 | 10.4 | 12.6 | 10.0 | 7.5 | 13.2 | 739.7 |
| $256-285 | 0 | 2.0 | 357.3 | 173.1 | 60.2 | 33.5 | 31.1 | 12.6 | 12.2 | 9.0 | 4.0 | 695.1 |
| $286-315 | 0 | 1.4 | 149.5 | 180.7 | 69.5 | 51.2 | 46.0 | 33.6 | 31.1 | 27.5 | 13.7 | 604.2 |
| $316-345 | 0 | .6 | 32.6 | 141.5 | 104.9 | 85.0 | 45.3 | 60.0 | 61.5 | 38.0 | 22.0 | 591.5 |
| $346-375 | 0 | 1.8 | 15.8 | 81.1 | 64.5 | 58.2 | 48.0 | 28.0 | 23.2 | 19.6 | 5.0 | 345.2 |
| $376-405 | 0 | .3 | 5.1 | 67.7 | 63.0 | 51.8 | 45.0 | 32.2 | 26.0 | 13.0 | 7.0 | 311.2 |
| $406-435 | 0 | 0 | 1.2 | 41.0 | 39.0 | 22.2 | 14.4 | 4.0 | 11.0 | 6.0 | 7.0 | 145.7 |
| $436+ | 0 | 2.8 | 9.0 | 34.4 | 100.4 | 78.2 | 56.7 | 37.8 | 15.0 | 5.0 | 8.2 | 347.4 |
| TOTAL | 0 | 333.3 | 1299.7 | 868.8 | 565.5 | 431.9 | 309.2 | 229.1 | 193.9 | 133.7 | 92.5 | 4457.8 |

## ENROLL CHANGE 2 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 2.0 | 11.2 | 8.4 | 4.4 | 5.0 | 4.0 | .2 | 0 | 0 | 3.5 | 38.7 |
| $166-195 | 0 | 29.6 | 20.8 | 5.7 | 3.4 | 3.6 | .4 | 1.0 | 1.0 | 5.0 | 3.0 | 73.5 |
| $196-225 | 0 | 187.4 | 275.3 | 40.4 | 24.6 | 15.4 | 7.8 | 7.0 | 3.0 | 3.1 | 6.0 | 570.1 |
| $226-255 | 0 | 106.2 | 425.7 | 95.8 | 32.6 | 27.8 | 10.4 | 12.6 | 11.0 | 7.5 | 13.2 | 742.7 |
| $256-285 | 0 | 2.0 | 359.3 | 173.6 | 61.0 | 33.5 | 31.1 | 13.6 | 13.0 | 10.0 | 4.0 | 701.2 |
| $286-315 | 0 | 1.4 | 151.0 | 186.2 | 74.5 | 52.6 | 47.0 | 34.5 | 32.6 | 28.0 | 14.3 | 622.2 |
| $316-345 | 0 | .6 | 33.6 | 145.5 | 107.1 | 88.4 | 48.3 | 61.0 | 62.0 | 40.0 | 22.0 | 608.6 |
| $346-375 | 0 | 1.8 | 15.8 | 96.1 | 70.0 | 62.0 | 55.0 | 31.0 | 26.0 | 20.6 | 6.0 | 384.4 |
| $376-405 | 0 | .3 | 5.1 | 74.2 | 72.0 | 69.0 | 50.0 | 38.0 | 26.0 | 17.0 | 7.0 | 358.7 |
| $406-435 | 0 | 0 | 1.2 | 45.0 | 44.0 | 31.2 | 23.4 | 8.0 | 17.0 | 7.0 | 7.0 | 183.7 |
| $436+ | 0 | 2.8 | 9.0 | 40.4 | 121.8 | 110.4 | 84.9 | 61.8 | 29.6 | 13.0 | 13.2 | 486.8 |
| TOTAL | 0 | 334.1 | 1308.0 | 911.3 | 615.4 | 498.9 | 362.4 | 268.8 | 221.2 | 151.2 | 99.2 | 4770.6 |

ENROLL CHANGE 3 TOTAL ADMINISTRATION

|  | AGE IN YEARS |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 1.2 | 3.6 | 0 | .5 | 1.0 | 0 | 1.0 | 0 | .0 | 0 | 7.4 |
| $226-255 | 0 | .5 | 6.9 | 1.2 | 2.0 | 1.0 | 1.0 | 1.5 | 0 | 0 | .5 | 14.6 |
| $256-285 | 0 | 0 | 3.1 | 5.1 | 3.8 | 0 | 3.8 | 2.2 | .5 | 0 | 0 | 18.5 |
| $286-315 | 0 | 0 | 3.8 | 8.0 | 6.3 | 5.2 | 4.5 | 4.7 | 1.5 | 2.6 | 3.5 | 40.2 |
| $316-345 | 0 | 0 | 2.0 | 25.3 | 20.8 | 16.2 | 10.7 | 7.8 | 6.2 | 5.1 | 5.3 | 99.3 |
| $346-375 | 0 | 0 | 4.0 | 17.4 | 26.7 | 19.2 | 12.8 | 7.4 | 7.0 | 7.5 | 7.6 | 109.7 |
| $376-405 | 0 | 0 | .0 | 18.0 | 29.2 | 21.1 | 19.2 | 12.0 | 10.7 | 8.4 | 6.2 | 124.9 |
| $406-435 | 0 | 0 | 0 | 17.0 | 29.2 | 28.7 | 26.5 | 19.8 | 12.3 | 5.5 | 12.0 | 151.1 |
| $436+ | 0 | 0 | 1.0 | 22.9 | 51.7 | 82.1 | 87.4 | 75.2 | 43.4 | 24.2 | 23.6 | 411.4 |
| TOTAL | 0 | 1.7 | 24.5 | 114.9 | 170.4 | 174.5 | 165.9 | 131.6 | 81.7 | 53.3 | 58.7 | 977.2 |

ENROLL CHANGE 3 TOTAL INSTRUCTIONAL STAFF

|  | AGE IN YEARS |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 19.7 | 49.1 | 27.1 | 32.4 | 18.8 | 17.5 | 7.5 | 8.5 | 3.0 | 11.6 | 195.2 |
| $166-195 | 0 | 108.1 | 97.1 | 28.1 | 13.2 | 19.4 | 8.3 | 10.0 | 9.4 | 7.5 | 16.0 | 317.1 |
| $196-225 | 0 | 548.3 | 816.5 | 85.8 | 45.0 | 27.4 | 43.6 | 25.4 | 20.6 | 19.0 | 19.7 | 1651.3 |
| $226-255 | 0 | 276.4 | 1365.5 | 318.9 | 100.4 | 75.6 | 61.0 | 41.1 | 34.6 | 30.0 | 32.1 | 2335.7 |
| $256-285 | 0 | 4.7 | 881.6 | 496.8 | 188.9 | 109.0 | 103.9 | 85.3 | 70.5 | 46.5 | 44.0 | 2031.1 |
| $286-315 | 0 | 2.0 | 291.5 | 510.2 | 220.5 | 148.6 | 137.6 | 127.8 | 124.1 | 95.0 | 55.9 | 1713.1 |
| $316-345 | 0 | 2.7 | 71.6 | 423.4 | 317.7 | 231.6 | 205.9 | 175.9 | 179.3 | 162.1 | 72.9 | 1843.2 |
| $346-375 | 0 | 3.9 | 19.2 | 216.6 | 243.9 | 233.7 | 159.6 | 127.6 | 128.0 | 104.5 | 41.6 | 1278.5 |
| $376-405 | 0 | 2.7 | 8.0 | 105.2 | 179.3 | 178.6 | 153.9 | 119.3 | 88.2 | 80.5 | 47.8 | 963.6 |
| $406-435 | 0 | .5 | 6.3 | 53.9 | 127.5 | 97.3 | 68.4 | 60.1 | 31.7 | 23.5 | 14.0 | 483.2 |
| $436+ | 0 | 7.5 | 19.6 | 59.6 | 213.3 | 275.7 | 207.0 | 108.8 | 73.8 | 50.8 | 24.7 | 1040.7 |
| TOTAL | 0 | 976.5 | 3626.0 | 2325.6 | 1682.2 | 1415.7 | 1166.7 | 888.8 | 768.7 | 622.4 | 380.3 | 13852.9 |

ENROLL CHANGE 3 TOTAL PROFESSIONAL STAFF

|  | AGE IN YEARS |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 19.7 | 49.1 | 27.1 | 32.4 | 18.8 | 17.5 | 7.5 | 8.5 | 3.0 | 11.6 | 195.2 |
| $166-195 | 0 | 108.1 | 97.1 | 28.1 | 13.2 | 19.4 | 8.3 | 10.0 | 9.4 | 7.5 | 16.0 | 317.1 |
| $196-225 | 0 | 549.5 | 820.1 | 85.8 | 45.5 | 28.4 | 43.6 | 26.4 | 20.6 | 19.0 | 19.7 | 1658.7 |
| $226-255 | 0 | 276.9 | 1372.4 | 320.1 | 102.4 | 76.7 | 62.0 | 42.6 | 34.6 | 30.0 | 32.6 | 2350.3 |
| $256-285 | 0 | 4.7 | 884.7 | 501.9 | 192.7 | 109.0 | 107.7 | 87.5 | 71.0 | 46.5 | 44.0 | 2049.7 |
| $286-315 | 0 | 2.0 | 295.3 | 518.2 | 226.9 | 153.8 | 142.1 | 132.4 | 125.6 | 97.6 | 59.4 | 1753.3 |
| $316-345 | 0 | 2.7 | 73.6 | 448.7 | 338.5 | 247.8 | 216.6 | 183.6 | 185.5 | 167.2 | 78.2 | 1942.5 |
| $346-375 | 0 | 3.9 | 23.2 | 234.1 | 270.6 | 252.9 | 172.4 | 135.0 | 135.0 | 112.0 | 49.2 | 1388.2 |
| $376-405 | 0 | 2.7 | 8.1 | 123.2 | 208.5 | 199.7 | 173.0 | 131.3 | 98.9 | 89.0 | 54.0 | 1088.5 |
| $406-435 | 0 | .5 | 6.3 | 70.9 | 156.7 | 126.0 | 95.0 | 80.0 | 44.0 | 29.0 | 26.0 | 634.3 |
| $436+ | 0 | 7.5 | 20.6 | 82.5 | 265.0 | 357.7 | 294.3 | 183.9 | 117.2 | 75.0 | 48.3 | 1452.1 |
| TOTAL | 0 | 978.2 | 3650.5 | 2440.5 | 1852.6 | 1590.2 | 1332.6 | 1020.4 | 850.4 | 675.7 | 439.0 | 14830.0 |

ENROLL CHANGE 4

## TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 2.0 |
| $166-195 | 0 | 0 | 1.0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 2.0 |
| $196-225 | 0 | .2 | 5.4 | .3 | 0 | 0 | 0 | 0 | 0 | 0 | .5 | 6.5 |
| $226-255 | 0 | 0 | 9.6 | 3.0 | 1.0 | 2.0 | 0 | 1.0 | 0 | .5 | 0 | 17.1 |
| $256-285 | 0 | 0 | 6.5 | 2.9 | 0 | 2.6 | 0 | 1.0 | 0 | .5 | 1.5 | 14.9 |
| $286-315 | 0 | 0 | 7.5 | 11.0 | 1.7 | 3.0 | 5.0 | 3.3 | 2.6 | .6 | 2.0 | 36.7 |
| $316-345 | 0 | 0 | 2.0 | 10.9 | 7.5 | 4.3 | 4.4 | 4.8 | .4 | 2.2 | 0 | 36.5 |
| $346-375 | 0 | 0 | 2.6 | 18.0 | 21.1 | 15.5 | 7.3 | 3.0 | 6.8 | 5.0 | 5.2 | 84.6 |
| $376-405 | 0 | 0 | 3.0 | 18.2 | 17.4 | 18.0 | 14.3 | 7.8 | 8.1 | 5.4 | 4.0 | 96.2 |
| $406-435 | 0 | 0 | 1.0 | 13.8 | 16.0 | 19.5 | 16.0 | 15.9 | 5.8 | 7.1 | 1.0 | 96.1 |
| $436+ | 0 | 0 | 0 | 11.2 | 47.8 | 108.9 | 96.3 | 85.1 | 59.8 | 28.0 | 17.0 | 454.1 |
| TOTAL | 0 | .2 | 38.6 | 90.4 | 112.6 | 173.9 | 144.2 | 121.8 | 83.5 | 49.3 | 32.2 | 846.8 |

ENROLL CHANGE 4

## TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 14.2 | 24.0 | 11.5 | 5.7 | 15.6 | 5.0 | 4.9 | 5.5 | 2.0 | 9.0 | 97.4 |
| $166-195 | 0 | 50.2 | 47.8 | 11.5 | 7.0 | 7.2 | 7.6 | 7.0 | 4.0 | 1.0 | 2.5 | 145.9 |
| $196-225 | 0 | 322.6 | 468.5 | 65.1 | 26.2 | 32.7 | 16.5 | 17.0 | 8.6 | 5.4 | 9.0 | 971.5 |
| $226-255 | 0 | 96.3 | 946.7 | 192.1 | 67.6 | 51.4 | 38.0 | 27.2 | 26.0 | 16.5 | 19.5 | 1481.4 |
| $256-285 | 0 | 2.6 | 510.8 | 366.8 | 105.2 | 67.8 | 63.7 | 39.5 | 26.0 | 24.5 | 25.5 | 1232.4 |
| $286-315 | 0 | 0 | 125.0 | 420.0 | 158.2 | 102.5 | 77.5 | 79.8 | 84.8 | 62.4 | 37.0 | 1147.3 |
| $316-345 | 0 | 1.5 | 23.2 | 288.5 | 209.6 | 170.2 | 113.2 | 98.3 | 113.1 | 102.8 | 50.1 | 1170.6 |
| $346-375 | 0 | 2.9 | 6.0 | 145.5 | 125.1 | 101.2 | 95.6 | 67.1 | 63.6 | 65.0 | 19.8 | 691.9 |
| $376-405 | 0 | .6 | 4.4 | 85.3 | 157.7 | 89.5 | 97.2 | 68.8 | 57.2 | 49.6 | 33.0 | 643.3 |
| $406-435 | 0 | .5 | 4.0 | 28.2 | 115.2 | 115.1 | 114.0 | 87.7 | 56.2 | 42.9 | 19.0 | 582.8 |
| $436+ | 0 | 3.4 | 13.8 | 28.5 | 171.0 | 279.1 | 283.7 | 284.6 | 176.3 | 132.1 | 83.3 | 1455.9 |
| TOTAL | 0 | 494.9 | 2174.3 | 1642.9 | 1148.4 | 1032.5 | 912.3 | 781.9 | 621.4 | 504.2 | 307.7 | 9620.5 |

ENROLL CHANGE 4

## TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 14.2 | 24.0 | 12.5 | 5.7 | 15.6 | 5.0 | 4.9 | 5.5 | 2.0 | 10.0 | 99.4 |
| $166-195 | 0 | 50.2 | 48.8 | 11.5 | 7.0 | 7.2 | 8.6 | 7.0 | 4.0 | 1.0 | 2.5 | 147.9 |
| $196-225 | 0 | 322.8 | 473.9 | 65.4 | 26.2 | 32.7 | 16.5 | 17.0 | 8.6 | 5.4 | 9.5 | 978.0 |
| $226-255 | 0 | 96.3 | 956.3 | 195.1 | 68.6 | 53.4 | 38.0 | 28.2 | 26.0 | 17.0 | 19.5 | 1498.5 |
| $256-285 | 0 | 2.6 | 517.3 | 369.7 | 105.2 | 70.4 | 63.7 | 40.5 | 26.0 | 25.0 | 27.0 | 1247.4 |
| $286-315 | 0 | 0 | 132.5 | 431.0 | 159.9 | 105.6 | 82.5 | 83.1 | 87.4 | 63.0 | 39.0 | 1184.0 |
| $316-345 | 0 | 1.5 | 25.2 | 299.4 | 217.1 | 174.5 | 117.6 | 103.0 | 113.5 | 105.0 | 50.1 | 1207.1 |
| $346-375 | 0 | 2.9 | 8.6 | 163.5 | 146.2 | 116.8 | 102.9 | 70.1 | 70.5 | 70.0 | 25.0 | 776.6 |
| $376-405 | 0 | .6 | 7.4 | 103.5 | 175.1 | 107.5 | 111.5 | 76.6 | 65.3 | 55.0 | 37.0 | 739.6 |
| $406-435 | 0 | .5 | 5.0 | 42.0 | 131.2 | 134.6 | 130.0 | 103.6 | 62.0 | 50.0 | 20.0 | 678.9 |
| $436+ | 0 | 3.4 | 13.8 | 39.7 | 218.9 | 388.0 | 380.0 | 369.7 | 236.1 | 160.1 | 100.3 | 1910.0 |
| TOTAL | 0 | 495.1 | 2212.9 | 1733.3 | 1261.1 | 1206.4 | 1056.5 | 903.8 | 704.9 | 553.5 | 339.9 | 10467.4 |

ENROLL CHANGE 5 TOTAL ADMINISTRATION

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | .2 | 2.2 |
| $166-195 | 0 | .6 | 0 | 1.0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 2.6 |
| $196-225 | 0 | 1.0 | 2.3 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | 0 | 3.5 |
| $226-255 | 0 | 0 | 5.2 | 0 | 0 | 0 | 0 | 0 | .2 | .2 | 0 | 5.6 |
| $256-285 | 0 | 0 | 7.3 | 5.0 | 2.0 | 0 | 1.2 | 1.0 | 1.0 | .0 | .4 | 18.1 |
| $286-315 | 0 | 0 | 4.0 | 8.5 | 3.7 | 5.6 | 1.9 | 3.0 | 2.2 | 2.6 | 1.0 | 32.5 |
| $316-345 | 0 | 0 | 4.8 | 10.6 | 15.4 | 8.5 | 7.9 | 4.5 | 6.5 | 2.3 | 1.5 | 62.0 |
| $346-375 | 0 | 0 | 1.0 | 15.7 | 20.9 | 12.8 | 9.8 | 8.0 | 6.0 | 2.0 | 2.0 | 78.2 |
| $376-405 | 0 | 0 | 0 | 5.8 | 14.5 | 16.5 | 11.9 | 8.0 | 8.6 | 10.0 | 4.2 | 79.5 |
| $406-435 | 0 | 0 | 0 | 4.1 | 7.9 | 13.7 | 10.5 | 8.0 | 6.0 | 5.0 | 2.0 | 57.2 |
| $436+ | 0 | 0 | 0 | 13.2 | 68.6 | 78.8 | 114.6 | 103.6 | 58.4 | 40.0 | 21.0 | 498.3 |
| TOTAL | 0 | 1.6 | 25.7 | 64.0 | 134.0 | 135.9 | 158.8 | 136.1 | 88.9 | 62.3 | 32.3 | 839.6 |

ENROLL CHANGE 5 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 7.6 | 28.6 | 20.9 | 33.1 | 24.6 | 17.3 | 12.5 | 8.1 | 4.7 | 11.5 | 168.9 |
| $166-195 | 0 | 49.1 | 64.2 | 16.0 | 5.0 | 5.6 | 10.5 | 5.5 | 8.5 | 2.0 | 2.9 | 169.4 |
| $196-225 | 0 | 265.3 | 312.3 | 56.4 | 24.5 | 27.7 | 25.8 | 11.4 | 12.5 | 6.8 | 10.3 | 753.1 |
| $226-255 | 0 | 121.5 | 781.3 | 137.0 | 44.3 | 39.9 | 35.4 | 22.0 | 28.4 | 18.8 | 15.0 | 1243.8 |
| $256-285 | 0 | 2.2 | 637.7 | 298.0 | 72.4 | 82.8 | 67.7 | 43.0 | 34.7 | 30.6 | 28.9 | 1297.9 |
| $286-315 | 0 | 1.7 | 260.1 | 339.6 | 124.3 | 101.3 | 85.8 | 57.3 | 51.8 | 40.4 | 29.5 | 1092.0 |
| $316-345 | 0 | .6 | 81.1 | 327.9 | 132.7 | 110.3 | 97.1 | 68.6 | 81.0 | 61.1 | 27.0 | 987.4 |
| $346-375 | 0 | .6 | 20.8 | 227.0 | 181.5 | 144.1 | 100.9 | 97.0 | 77.0 | 64.8 | 31.0 | 944.7 |
| $376-405 | 0 | 3.2 | 8.5 | 168.6 | 217.4 | 174.7 | 118.6 | 103.2 | 78.4 | 70.5 | 38.8 | 982.0 |
| $406-435 | 0 | .6 | 3.9 | 98.6 | 172.7 | 113.0 | 80.5 | 76.4 | 52.5 | 40.0 | 26.0 | 664.1 |
| $436+ | 0 | 1.3 | 10.8 | 50.7 | 358.3 | 453.1 | 435.0 | 296.9 | 190.2 | 98.3 | 54.0 | 1948.5 |
| TOTAL | 0 | 453.7 | 2209.4 | 1740.6 | 1366.2 | 1277.1 | 1074.7 | 793.8 | 623.2 | 438.2 | 274.9 | 10251.8 |

ENROLL CHANGE 5 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AGE IN YEARS | | | | | | | | | | | |
| $0-165 | 0 | 7.6 | 29.6 | 20.9 | 34.1 | 24.6 | 17.3 | 12.5 | 8.1 | 4.7 | 11.7 | 171.1 |
| $166-195 | 0 | 49.7 | 64.2 | 17.0 | 5.0 | 5.6 | 11.5 | 5.5 | 8.5 | 2.0 | 2.9 | 172.0 |
| $196-225 | 0 | 266.3 | 314.7 | 56.4 | 24.5 | 27.7 | 25.8 | 11.4 | 12.5 | 7.0 | 10.3 | 756.6 |
| $226-255 | 0 | 121.5 | 786.5 | 137.0 | 44.3 | 39.9 | 35.4 | 22.0 | 28.6 | 19.0 | 15.0 | 1249.4 |
| $256-285 | 0 | 2.2 | 645.1 | 303.0 | 74.4 | 82.8 | 68.9 | 44.0 | 35.7 | 30.6 | 29.3 | 1316.0 |
| $286-315 | 0 | 1.7 | 264.1 | 348.1 | 128.0 | 106.9 | 87.8 | 60.3 | 54.0 | 43.0 | 30.5 | 1124.5 |
| $316-345 | 0 | .6 | 85.9 | 338.5 | 148.1 | 118.8 | 105.0 | 73.1 | 87.5 | 63.4 | 28.5 | 1049.4 |
| $346-375 | 0 | .6 | 21.8 | 242.6 | 202.4 | 156.9 | 110.7 | 105.0 | 83.0 | 66.8 | 33.0 | 1022.8 |
| $376-405 | 0 | 3.2 | 8.5 | 174.4 | 231.9 | 191.1 | 130.6 | 111.2 | 87.0 | 80.5 | 43.0 | 1061.5 |
| $406-435 | 0 | .6 | 3.9 | 102.7 | 180.5 | 126.7 | 91.0 | 84.4 | 58.5 | 45.0 | 28.0 | 721.3 |
| $436+ | 0 | 1.3 | 10.8 | 63.9 | 426.9 | 531.9 | 549.6 | 400.5 | 248.6 | 138.3 | 75.0 | 2446.8 |
| TOTAL | 0 | 455.3 | 2235.0 | 1804.6 | 1500.2 | 1412.9 | 1233.6 | 930.0 | 712.1 | 500.5 | 307.2 | 11091.4 |

## TABLE 3

DIST.SIZE 1

### TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55 |
|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| $196-225 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| $226-255 | 0 | 0 | 0 | 0 | 0 | .0 | 0 | 0 | |
| $256-285 | 0 | 0 | .5 | 0 | 1.7 | 0 | 0 | 1.0 | 1. |
| $286-315 | 0 | 0 | .2 | 2.5 | 2.0 | 2.7 | 3.8 | 2.0 | 2. |
| $316-345 | 0 | 0 | 3.0 | 4.8 | 5.3 | 4.5 | 4.8 | 3.0 | 3. |
| $346-375 | 0 | 0 | 2.0 | 1.9 | 5.1 | 1.4 | 4.1 | 2.0 | |
| $376-405 | 0 | 0 | 0 | 0 | 2.0 | 2.0 | .8 | .2 | |
| $406-435 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 1.7 | 0 | 1. |
| $436+ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.4 | |
| TOTAL | 0 | 0 | 6.7 | 9.3 | 17.2 | 10.7 | 15.2 | 10.6 | 9. |

DIST.SIZE 1

### TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 5 |
|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 1.6 | 10.2 | 2.3 | 4.5 | 2.0 | 1.2 | 2.0 | 1 |
| $166-195 | 0 | 13.5 | 19.9 | 2.5 | 1.0 | 1.6 | 1.0 | 4.0 | 5 |
| $196-225 | 0 | 72.3 | 64.4 | 7.8 | 13.0 | 6.5 | 6.0 | 5.5 | 3 |
| $226-255 | 0 | 26.1 | 116.9 | 30.6 | 12.1 | 14.5 | 10.0 | 10.6 | 7 |
| $256-285 | 0 | 0 | 27.8 | 37.9 | 16.3 | 14.0 | 9.5 | 13.0 | 12 |
| $286-315 | 0 | 1.2 | 2.8 | 9.6 | 23.0 | 15.7 | 22.2 | 21.0 | 21 |
| $316-345 | 0 | .5 | 2.5 | 4.3 | 4.8 | 2.5 | 3.2 | 5.0 | 6 |
| $346-375 | 0 | 0 | 1.0 | .1 | .9 | 1.6 | .9 | 1.0 | |
| $376-405 | 0 | 0 | 1.7 | 0 | 1.0 | 1.0 | .3 | .8 | |
| $406-435 | 0 | 0 | 2.3 | 1.2 | .6 | 0 | .3 | 0 | |
| $436+ | 0 | .4 | 3.2 | 2.4 | 1.5 | 1.2 | .4 | .2 | |
| TOTAL | 0 | 115.7 | 252.9 | 98.6 | 78.8 | 60.5 | 55.0 | 63.1 | 57 |

DIST.SIZE 1

### TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 5 |
|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 1.6 | 10.2 | 2.3 | 4.5 | 2.0 | 1.2 | 2.0 | 1 |
| $166-195 | 0 | 13.5 | 19.9 | 2.5 | 1.0 | 1.6 | 1.0 | 4.0 | 5 |
| $196-225 | 0 | 72.3 | 64.4 | 7.8 | 13.0 | 6.5 | 6.0 | 5.5 | |
| $226-255 | 0 | 26.1 | 116.9 | 30.6 | 12.1 | 14.5 | 10.0 | 10.6 | |
| $256-285 | 0 | 0 | 28.3 | 37.9 | 18.1 | 14.0 | 9.5 | 14.0 | 1 |
| $286-315 | 0 | 1.2 | 3.0 | 12.1 | 25.0 | 18.4 | 26.0 | 23.0 | 2 |
| $316-345 | 0 | .5 | 5.5 | 9.1 | 10.1 | 7.0 | 8.0 | 8.0 | |
| $346-375 | 0 | 0 | 3.0 | 2.0 | 6.0 | 3.0 | 5.0 | 3.0 | |
| $376-405 | 0 | 0 | 1.7 | 0 | 3.0 | 3.0 | 1.0 | 1.0 | |
| $406-435 | 0 | 0 | 3.3 | 1.2 | 1.6 | 0 | 2.0 | 0 | |
| $436+ | 0 | .4 | 3.2 | 2.4 | 1.5 | 1.2 | .4 | 2.6 | |
| TOTAL | 0 | 115.7 | 259.5 | 107.9 | 96.0 | 71.2 | 70.2 | 73.7 | 6 |

DIST.SIZE 2 TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 2.0 |
| $166-195 | 0 | .6 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.6 |
| $196-225 | 0 | 0 | .3 | 0 | 1.0 | 1.0 | 0 | 0 | 0 | .0 | .5 | 2.8 |
| $226-255 | 0 | 0 | 1.0 | 1.2 | 1.0 | 1.0 | 1.0 | 1.5 | .2 | .5 | 0 | 7.3 |
| $256-285 | 0 | 0 | .5 | 4.7 | 2.6 | 1.0 | .5 | 1.2 | 0 | .0 | .5 | 11.0 |
| $286-315 | 0 | 0 | 6.4 | 7.7 | 6.3 | 5.2 | 3.0 | 4.1 | 1.9 | 3.5 | 1.0 | 39.2 |
| $316-345 | 0 | 0 | 5.0 | 19.3 | 18.1 | 10.2 | 7.2 | 7.5 | 7.2 | 6.7 | 4.0 | 85.1 |
| $346-375 | 0 | 0 | 1.0 | 19.0 | 31.5 | 19.1 | 13.3 | 12.3 | 11.0 | 10.7 | 8.0 | 125.9 |
| $376-405 | 0 | 0 | 1.0 | 7.8 | 13.9 | 20.2 | 13.9 | 9.9 | 16.5 | 13.5 | 9.0 | 105.6 |
| $406-435 | 0 | 0 | 0 | 4.0 | 9.8 | 8.9 | 9.0 | 7.8 | 5.9 | 2.0 | 4.0 | 51.4 |
| $436+ | 0 | 0 | 0 | 2.7 | 5.8 | 3.0 | 6.0 | 5.0 | 4.0 | 1.0 | 2.0 | 29.5 |
| TOTAL | 0 | .6 | 16.3 | 67.3 | 91.1 | 69.5 | 53.9 | 49.3 | 46.6 | 37.9 | 29.0 | 461.6 |

DIST.SIZE 2 TOTAL INSTRUCTIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 13.0 | 20.9 | 12.2 | 13.4 | 9.6 | 6.6 | 4.4 | 1.5 | 3.5 | 7.2 | 92.4 |
| $166-195 | 0 | 62.2 | 60.3 | 15.0 | 5.2 | 3.6 | 5.9 | 4.0 | 5.5 | 3.0 | 4.5 | 169.2 |
| $196-225 | 0 | 372.3 | 392.7 | 45.1 | 19.5 | 14.7 | 24.0 | 14.4 | 14.0 | 15.0 | 12.5 | 924.3 |
| $226-255 | 1.0 | 155.3 | 666.1 | 161.0 | 54.5 | 46.2 | 49.9 | 39.2 | 37.5 | 20.5 | 22.0 | 1253.2 |
| $256-285 | 0 | 5.3 | 317.8 | 223.5 | 102.1 | 72.0 | 78.9 | 69.9 | 65.5 | 57.5 | 32.5 | 1025.1 |
| $286-315 | 0 | .4 | 30.9 | 168.3 | 116.4 | 96.9 | 91.5 | 102.1 | 102.1 | 84.4 | 39.0 | 832.2 |
| $316-345 | 0 | 1.2 | 5.8 | 50.9 | 92.6 | 81.2 | 85.9 | 65.2 | 78.8 | 61.7 | 24.0 | 547.4 |
| $346-375 | 0 | 3.9 | 1.6 | 9.0 | 25.0 | 35.3 | 26.2 | 34.4 | 23.0 | 13.3 | 10.4 | 182.2 |
| $376-405 | 0 | 2.1 | 5.2 | .2 | 3.1 | 6.3 | 5.1 | 5.1 | 3.5 | 2.5 | 2.0 | 35.2 |
| $406-435 | 0 | 1.0 | 4.5 | 0 | 1.2 | 2.1 | 0 | 2.2 | .1 | 0 | 0 | 11.0 |
| $436+ | 0 | 5.0 | 11.1 | 7.4 | 5.0 | 2.8 | 4.7 | 3.2 | 2.7 | .4 | .5 | 42.7 |
| TOTAL | 1.0 | 621.7 | 1517.0 | 692.7 | 437.9 | 371.0 | 378.8 | 344.0 | 334.3 | 261.8 | 154.8 | 5115.0 |

DIST.SIZE 2 TOTAL PROFESSIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 13.0 | 21.9 | 12.2 | 14.4 | 9.6 | 6.6 | 4.4 | 1.5 | 3.5 | 7.2 | 94.4 |
| $166-195 | 0 | 62.8 | 60.3 | 16.0 | 5.2 | 3.6 | 5.9 | 4.0 | 5.5 | 3.0 | 4.5 | 170.8 |
| $196-225 | 0 | 372.3 | 393.0 | 45.1 | 20.5 | 15.7 | 24.0 | 14.4 | 14.0 | 15.0 | 13.0 | 927.1 |
| $226-255 | 1.0 | 155.3 | 667.1 | 162.2 | 55.5 | 47.2 | 50.9 | 40.7 | 37.6 | 21.0 | 22.0 | 1260.5 |
| $256-285 | 0 | 5.3 | 318.3 | 228.2 | 104.7 | 73.0 | 79.4 | 71.1 | 65.5 | 57.6 | 33.0 | 1036.1 |
| $286-315 | 0 | .4 | 37.3 | 175.9 | 122.7 | 102.1 | 94.6 | 106.3 | 104.0 | 88.0 | 40.0 | 871.4 |
| $316-345 | 0 | 1.2 | 10.8 | 70.2 | 110.7 | 91.4 | 93.1 | 72.7 | 86.0 | 68.4 | 28.0 | 632.5 |
| $346-375 | 0 | 3.9 | 2.6 | 28.0 | 56.5 | 54.4 | 39.5 | 46.7 | 34.0 | 24.0 | 18.4 | 308.1 |
| $376-405 | 0 | 2.1 | 6.3 | 8.0 | 17.0 | 26.5 | 19.0 | 14.9 | 20.0 | 16.0 | 11.0 | 140.9 |
| $406-435 | 0 | 1.0 | 4.5 | 4.0 | 11.0 | 11.0 | 9.0 | 10.0 | 6.0 | 2.0 | 4.0 | 62.4 |
| $436+ | 0 | 5.0 | 11.1 | 10.0 | 10.8 | 5.8 | 10.7 | 8.2 | 6.7 | 1.4 | 2.5 | 72.2 |
| TOTAL | 1.0 | 622.4 | 1533.3 | 759.9 | 529.0 | 440.5 | 432.7 | 393.3 | 381.0 | 299.8 | 183.8 | 5576.6 |

DIST.SIZE 3

## TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 1.0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 1.0 |
| $196-225 | 0 | 2.0 | 1.0 | 1.0 | .5 | 0 | 0 | 0 | 0 | 0 | 0 | 4.6 |
| $226-255 | 0 | .5 | 3.4 | 1.0 | 1.0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 6.9 |
| $256-285 | 0 | 0 | 3.1 | 1.8 | .5 | 1.0 | .3 | 1.0 | 0 | 1.0 | 0 | 8.7 |
| $286-315 | 0 | 0 | 1.0 | 6.7 | 2.3 | 4.0 | 2.0 | 4.0 | 2.5 | 1.4 | 3.0 | 27.0 |
| $316-345 | 0 | 0 | .7 | 11.4 | 12.3 | 6.8 | 6.1 | 2.0 | 1.4 | 5.4 | 2.3 | 48.3 |
| $346-375 | 0 | 0 | 3.0 | 20.4 | 18.9 | 17.8 | 13.3 | 8.0 | 4.8 | 4.0 | 3.0 | 93.3 |
| $376-405 | 0 | 0 | 0 | 11.4 | 21.6 | 20.9 | 15.2 | 8.8 | 7.0 | 7.0 | 4.2 | 96.1 |
| $406-435 | 0 | 0 | 0 | 12.0 | 18.0 | 22.9 | 22.5 | 16.8 | 11.0 | 5.0 | 4.0 | 112.2 |
| $436+ | 0 | 0 | 1.0 | 7.2 | 15.0 | 27.3 | 27.5 | 37.0 | 26.0 | 13.2 | 6.6 | 160.8 |
| TOTAL | 0 | 2.5 | 13.2 | 72.9 | 90.1 | 100.7 | 87.8 | 77.6 | 53.7 | 37.0 | 24.1 | 559.8 |

DIST.SIZE 3

## TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 11.6 | 28.9 | 10.2 | 18.1 | 10.3 | 4.5 | 8.0 | 9.5 | 1.0 | 9.5 | 111.6 |
| $166-195 | 0 | 38.1 | 56.7 | 13.1 | 4.0 | 8.2 | 10.3 | 11.6 | 8.0 | 7.0 | 10.0 | 167.0 |
| $196-225 | 0 | 418.5 | 612.4 | 68.2 | 22.9 | 21.4 | 17.5 | 24.0 | 18.0 | 8.6 | 11.5 | 1223.1 |
| $226-255 | 0 | 208.7 | 958.8 | 251.5 | 69.4 | 44.0 | 27.4 | 33.6 | 30.5 | 30.5 | 34.4 | 1689.0 |
| $256-285 | 1.0 | 4.6 | 490.6 | 389.5 | 140.9 | 83.4 | 59.9 | 44.0 | 37.0 | 33.0 | 39.3 | 1323.3 |
| $286-315 | 0 | 1.0 | 99.0 | 334.3 | 184.1 | 129.7 | 100.6 | 90.6 | 94.1 | 69.5 | 33.0 | 1136.0 |
| $316-345 | 0 | 2.2 | 16.9 | 181.6 | 245.8 | 202.3 | 145.8 | 148.0 | 161.2 | 147.8 | 42.2 | 1293.8 |
| $346-375 | 0 | 4.1 | 2.4 | 50.7 | 132.6 | 127.1 | 102.3 | 85.0 | 79.2 | 75.0 | 31.0 | 689.3 |
| $376-405 | 0 | 2.2 | 6.0 | 28.8 | 62.4 | 59.9 | 57.9 | 50.2 | 34.0 | 25.5 | 14.8 | 341.7 |
| $406-435 | 0 | .6 | 3.0 | 8.2 | 15.1 | 20.7 | 19.9 | 17.6 | 10.0 | 7.0 | 2.0 | 103.9 |
| $436+ | 0 | 4.9 | 9.7 | 19.8 | 13.5 | 13.4 | 17.9 | 6.9 | 4.8 | 1.8 | 3.1 | 95.8 |
| TOTAL | 1.0 | 696.6 | 2284.4 | 1355.8 | 908.8 | 720.5 | 564.1 | 519.6 | 486.3 | 406.7 | 230.9 | 8174.7 |

DIST.SIZE 3

## TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 11.6 | 28.9 | 10.2 | 18.1 | 10.3 | 4.5 | 8.0 | 9.5 | 1.0 | 10.5 | 112.6 |
| $166-195 | 0 | 38.1 | 56.7 | 13.1 | 4.0 | 8.2 | 11.3 | 11.6 | 8.0 | 7.0 | 10.0 | 168.0 |
| $196-225 | 0 | 420.6 | 613.5 | 69.2 | 23.4 | 21.4 | 17.5 | 24.0 | 18.0 | 8.6 | 11.5 | 1227.7 |
| $226-255 | 0 | 209.2 | 962.2 | 252.5 | 70.4 | 44.0 | 27.4 | 33.6 | 31.5 | 30.5 | 34.4 | 1695.9 |
| $256-285 | 1.0 | 4.6 | 493.7 | 391.3 | 141.4 | 84.4 | 60.2 | 45.0 | 37.0 | 34.0 | 39.3 | 1332.0 |
| $286-315 | 0 | 1.0 | 100.0 | 341.0 | 186.5 | 133.7 | 102.6 | 94.6 | 96.6 | 71.0 | 36.0 | 1163.0 |
| $316-345 | 0 | 2.2 | 17.6 | 192.9 | 258.1 | 209.1 | 151.9 | 150.0 | 162.5 | 153.2 | 44.5 | 1342.1 |
| $346-375 | 0 | 4.1 | 5.4 | 71.1 | 151.5 | 144.9 | 115.5 | 93.1 | 84.0 | 79.0 | 34.0 | 782.6 |
| $376-405 | 0 | 2.2 | 6.0 | 40.2 | 84.0 | 80.8 | 73.1 | 59.0 | 41.0 | 32.5 | 19.0 | 437.8 |
| $406-435 | 0 | .6 | 3.0 | 20.2 | 33.1 | 43.6 | 42.4 | 34.4 | 21.0 | 12.0 | 6.0 | 216.1 |
| $436+ | 0 | 4.9 | 10.7 | 27.0 | 28.4 | 40.7 | 45.5 | 43.9 | 30.8 | 15.0 | 9.7 | 256.6 |
| TOTAL | 1.0 | 699.1 | 2297.6 | 1428.7 | 998.9 | 821.2 | 651.9 | 597.3 | 540.0 | 443.8 | 255.0 | 8734.5 |

## DIST.SIZE 4 TOTAL ADMINISTRATION

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 0 | 1.0 | .6 | 0 | 0 | 0 | 0 | 0 | 0 | .2 | 1.8 |
| $166-195 | 0 | 0 | 1.0 | 0 | 0 | 0 | 2.0 | 0 | 0 | 0 | 0 | 3.0 |
| $196-225 | 0 | 1.2 | 8.4 | 1.3 | 1.0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 13.0 |
| $226-255 | 0 | 1.2 | 10.5 | 1.0 | 2.0 | 0 | 1.7 | 0 | 0 | 0 | 0 | 16.4 |
| $256-285 | 0 | 0 | 6.6 | 5.9 | 2.8 | 1.0 | 4.0 | 2.0 | .5 | 0 | 0 | 22.9 |
| $286-315 | 0 | 0 | 4.2 | 8.6 | 12.1 | 4.0 | 2.5 | 1.9 | .2 | 1.1 | 1.0 | 35.6 |
| $316-345 | 0 | 0 | 2.2 | 17.3 | 19.7 | 14.5 | 9.4 | 4.7 | 2.0 | 0 | 1.0 | 70.8 |
| $346-375 | 0 | 0 | 4.6 | 33.7 | 31.0 | 17.6 | 11.3 | 3.7 | 5.8 | 2.8 | 2.6 | 113.2 |
| $376-405 | 0 | 0 | 0 | 37.1 | 47.1 | 37.3 | 25.2 | 18.3 | 6.1 | 8.2 | 1.2 | 180.4 |
| $406-435 | 0 | 0 | 0 | 26.1 | 47.9 | 42.1 | 31.8 | 31.3 | 14.9 | 12.6 | 10.7 | 217.5 |
| $436+ | 0 | 0 | .4 | 51.0 | 163.8 | 235.9 | 252.0 | 185.5 | 100.1 | 59.7 | 45.0 | 1093.5 |
| TOTAL | 0 | 2.4 | 38.9 | 182.7 | 327.3 | 352.4 | 339.9 | 248.5 | 129.7 | 84.3 | 61.7 | 1767.9 |

## DIST.SIZE 4 TOTAL INSTRUCTIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 31.4 | 71.6 | 63.2 | 53.8 | 52.5 | 36.5 | 12.7 | 9.5 | 4.8 | 22.2 | 358.2 |
| $166-195 | 0 | 157.2 | 117.5 | 35.0 | 21.2 | 22.4 | 8.9 | 5.5 | 8.4 | 8.5 | 12.5 | 397.2 |
| $196-225 | 0 | 815.3 | 1520.9 | 197.2 | 113.1 | 83.0 | 59.3 | 28.5 | 17.2 | 9.5 | 31.5 | 2875.6 |
| $226-255 | 0 | 385.8 | 2348.8 | 489.7 | 152.3 | 110.1 | 70.4 | 39.6 | 30.5 | 27.0 | 38.2 | 3692.4 |
| $256-285 | 1.0 | 7.2 | 1700.9 | 860.9 | 215.2 | 142.2 | 118.7 | 60.0 | 43.7 | 21.0 | 35.4 | 3206.4 |
| $286-315 | 0 | 2.5 | 711.9 | 1039.7 | 337.8 | 216.8 | 157.2 | 120.5 | 91.2 | 93.5 | 65.3 | 2836.3 |
| $316-345 | 0 | 2.7 | 220.3 | 932.0 | 468.4 | 339.3 | 255.2 | 193.8 | 198.0 | 152.5 | 96.3 | 2958.5 |
| $346-375 | 0 | 1.2 | 61.8 | 607.3 | 503.9 | 395.9 | 294.1 | 222.5 | 206.2 | 182.7 | 61.2 | 2536.8 |
| $376-405 | 0 | 4.1 | 16.8 | 384.8 | 508.4 | 398.4 | 305.4 | 234.4 | 186.9 | 167.2 | 84.8 | 2291.1 |
| $406-435 | 0 | 0 | 7.6 | 206.3 | 419.0 | 299.0 | 195.1 | 164.7 | 106.1 | 68.4 | 47.3 | 1513.4 |
| $436+ | 0 | 6.9 | 31.7 | 144.3 | 755.3 | 929.2 | 739.6 | 472.8 | 261.5 | 145.3 | 81.5 | 3568.2 |
| TOTAL | 1.0 | 1414.3 | 6809.9 | 4960.4 | 3548.4 | 2988.9 | 2240.5 | 1554.9 | 1159.0 | 880.3 | 576.3 | 26134.2 |

## DIST.SIZE 4 TOTAL PROFESSIONAL STAFF

| WEEKLY SALARY | AGE IN YEARS<br>UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $0-165 | 0 | 31.4 | 72.6 | 63.8 | 53.8 | 52.5 | 36.5 | 12.7 | 9.5 | 4.8 | 22.4 | 360.0 |
| $166-195 | 0 | 157.2 | 118.5 | 35.0 | 21.2 | 22.4 | 10.9 | 5.5 | 8.4 | 8.5 | 12.5 | 400.2 |
| $196-225 | 0 | 816.6 | 1529.3 | 198.5 | 114.1 | 83.0 | 59.3 | 29.5 | 17.2 | 9.5 | 31.5 | 2888.5 |
| $226-255 | 0 | 387.0 | 2359.3 | 490.7 | 154.3 | 110.1 | 72.1 | 39.6 | 30.5 | 27.0 | 38.2 | 3708.8 |
| $256-285 | 1.0 | 7.2 | 1707.5 | 866.8 | 218.0 | 143.2 | 122.7 | 62.0 | 44.2 | 21.0 | 35.4 | 3229.2 |
| $286-315 | 0 | 2.5 | 716.2 | 1048.3 | 349.8 | 220.8 | 159.7 | 122.4 | 91.4 | 94.6 | 66.3 | 2871.9 |
| $316-345 | 0 | 2.7 | 222.5 | 949.3 | 488.1 | 353.9 | 264.6 | 198.4 | 200.0 | 152.5 | 97.3 | 2929.3 |
| $346-375 | 0 | 1.2 | 66.4 | 641.1 | 534.9 | 413.5 | 305.4 | 226.2 | 212.0 | 185.4 | 63.8 | 2650.0 |
| $376-405 | 0 | 4.1 | 16.8 | 421.9 | 555.5 | 435.7 | 330.6 | 252.7 | 192.9 | 175.3 | 86.0 | 2471.6 |
| $406-435 | 0 | 0 | 7.6 | 232.4 | 466.8 | 341.1 | 227.0 | 196.0 | 121.0 | 81.0 | 58.0 | 1730.9 |
| $436+ | 0 | 6.9 | 32.1 | 195.3 | 919.1 | 1165.1 | 991.7 | 658.3 | 361.6 | 205.0 | 126.5 | 4661.7 |
| TOTAL | 1.0 | 1416.8 | 6848.8 | 5143.2 | 3875.8 | 3341.3 | 2580.4 | 1803.4 | 1288.7 | 964.7 | 638.0 | 27902.1 |

DIST.SIZE 5

## TOTAL ADMINISTRATION

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 0 | 0 | 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 |
| $166-195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $196-225 | 0 | 0 | 3.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3.4 |
| $226-255 | 0 | 0 | 12.8 | 2.0 | 0 | 2.0 | 0 | 1.0 | 0 | 0 | 0 | 17.8 |
| $256-285 | 0 | 0 | 9.2 | 3.6 | 0 | 1.6 | .2 | 0 | 0 | 0 | 1.0 | 15.6 |
| $286-315 | 0 | 0 | 6.2 | 11.0 | 0 | 1.0 | 1.0 | 2.0 | 1.0 | 0 | 0 | 22.2 |
| $316-345 | 0 | 0 | .8 | 7.2 | 2.0 | 0 | 1.0 | 2.1 | 1.0 | 0 | 0 | 14.1 |
| $346-375 | 0 | 0 | 1.0 | 6.7 | 6.3 | 4.2 | 2.0 | 0 | 1.0 | 0 | 2.0 | 23.3 |
| $376-405 | 0 | 0 | 2.0 | 7.0 | 6.2 | 3.0 | 5.6 | 2.0 | .8 | 1.0 | 1.0 | 28.6 |
| $406-435 | 0 | 0 | 0 | 6.8 | 5.0 | 10.1 | 5.0 | 4.9 | 1.9 | 1.0 | 1.0 | 35.7 |
| $436+ | 0 | 0 | 0 | 13.4 | 51.0 | 90.7 | 99.8 | 97.2 | 63.2 | 37.0 | 22.0 | 474.4 |
| TOTAL | 0 | 0 | 35.4 | 58.7 | 70.5 | 112.6 | 114.6 | 109.2 | 68.9 | 39.0 | 27.0 | 636.1 |

DIST.SIZE 5

## TOTAL INSTRUCTIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 2.0 | 3.0 | 3.0 | 3.7 | 1.6 | 1.0 | 0 | 2.5 | 0 | 0 | 16.8 |
| $166-195 | 0 | 2.6 | 6.0 | 3.0 | 2.0 | 1.0 | 3.0 | 2.0 | 1.0 | 0 | 0 | 20.6 |
| $196-225 | 0 | 104.6 | 190.7 | 37.2 | 12.0 | 17.1 | 6.0 | 5.0 | 0 | 1.4 | 2.0 | 376.0 |
| $226-255 | 0 | 17.0 | 587.7 | 83.9 | 32.6 | 23.5 | 21.0 | 8.0 | 7.0 | 1.0 | 4.5 | 786.2 |
| $256-285 | 0 | 0 | 410.6 | 183.5 | 56.0 | 38.4 | 38.9 | 20.5 | 5.0 | 5.0 | 16.0 | 774.0 |
| $286-315 | 0 | 0 | 108.4 | 267.7 | 56.3 | 43.5 | 28.5 | 20.2 | 18.0 | 5.0 | 13.5 | 561.1 |
| $316-345 | 0 | 0 | 12.7 | 225.9 | 91.5 | 59.0 | 48.0 | 46.9 | 47.5 | 49.0 | 27.0 | 607.6 |
| $346-375 | 0 | 0 | 2.6 | 121.8 | 71.7 | 46.0 | 41.0 | 33.5 | 28.5 | 20.0 | 13.0 | 378.1 |
| $376-405 | 0 | 1.2 | 1.6 | 63.9 | 156.7 | 102.3 | 104.5 | 71.0 | 62.5 | 55.0 | 39.0 | 657.7 |
| $406-435 | 0 | 0 | 1.8 | 23.2 | 98.5 | 97.6 | 106.0 | 82.7 | 54.6 | 49.0 | 24.0 | 537.5 |
| $436+ | 0 | 0 | 6.7 | 15.5 | 164.7 | 241.1 | 274.3 | 305.2 | 211.9 | 158.7 | 103.1 | 1481.3 |
| TOTAL | 0 | 127.3 | 1331.9 | 1028.6 | 745.8 | 671.2 | 672.2 | 595.0 | 438.6 | 344.1 | 242.1 | 6197.0 |

DIST.SIZE 5

## TOTAL PROFESSIONAL STAFF

| | AGE IN YEARS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WEEKLY SALARY | UNDER 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65+ | TOTAL |
| $0-165 | 0 | 2.0 | 3.0 | 4.0 | 3.7 | 1.6 | 1.0 | 0 | 2.5 | 0 | 0 | 17.8 |
| $166-195 | 0 | 2.6 | 6.0 | 3.0 | 2.0 | 1.0 | 3.0 | 2.0 | 1.0 | 0 | 0 | 20.6 |
| $196-225 | 0 | 104.6 | 194.1 | 37.2 | 12.0 | 17.1 | 6.0 | 5.0 | 0 | 1.4 | 2.0 | 379.4 |
| $226-255 | 0 | 17.0 | 600.5 | 85.9 | 32.6 | 25.5 | 21.0 | 9.0 | 7.0 | 1.0 | 4.5 | 804.0 |
| $256-285 | 0 | 0 | 419.9 | 187.1 | 56.0 | 40.0 | 39.1 | 20.5 | 5.0 | 5.0 | 17.0 | 789.6 |
| $286-315 | 0 | 0 | 114.6 | 278.7 | 56.3 | 44.5 | 29.5 | 22.2 | 19.0 | 5.0 | 13.5 | 583.3 |
| $316-345 | 0 | 0 | 13.5 | 233.1 | 93.5 | 59.0 | 49.0 | 49.0 | 48.5 | 49.0 | 27.0 | 621.7 |
| $346-375 | 0 | 0 | 3.6 | 128.5 | 78.0 | 50.2 | 43.0 | 33.5 | 29.5 | 20.0 | 15.0 | 401.4 |
| $376-405 | 0 | 1.2 | 3.6 | 70.9 | 162.9 | 105.3 | 110.1 | 73.0 | 63.3 | 56.0 | 40.0 | 686.3 |
| $406-435 | 0 | 0 | 1.8 | 30.0 | 103.5 | 107.8 | 111.0 | 87.6 | 56.5 | 50.0 | 25.0 | 573.2 |
| $436+ | 0 | 0 | 6.7 | 28.9 | 215.8 | 331.8 | 374.1 | 402.4 | 275.1 | 195.7 | 125.1 | 1955.7 |
| TOTAL | 0 | 127.3 | 1367.4 | 1087.4 | 816.4 | 783.8 | 786.9 | 704.2 | 507.5 | 383.1 | 269.1 | 6833.2 |

## TABLE 4

REGION 01 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 1.0 | 0 | 2.0 | 0 | 0 | 3.0 |
| 10-14 | 0 | 0 | 0 | 0 | 1.5 | 0 | 0 | 1.5 |
| 15-19 | 0 | 0 | 0 | 0 | 5.0 | 0 | .7 | 5.7 |
| 20-24 | 0 | 0 | 0 | 0 | 4.0 | 2.0 | 0 | 6.0 |
| 25-29 | 0 | 0 | .5 | 0 | 5.1 | 0 | 1.0 | 6.6 |
| 30-35 | 0 | 0 | 0 | 0 | 4.5 | 0 | 1.0 | 5.5 |
| 35+ | 0 | 0 | 0 | 0 | 5.0 | 0 | 0 | 5.0 |
| TOTAL | 0 | 0 | 1.5 | 0 | 27.1 | 2.0 | 2.7 | 33.3 |

REGION 01 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 1.5 | 0 | 2.8 | 0 | 0 | 4.3 |
| 5-9 | .9 | 0 | 5.0 | 0 | 10.2 | 1.0 | .0 | 17.1 |
| 10-14 | 0 | 0 | 3.4 | 0 | 11.7 | 1.0 | 2.0 | 18.1 |
| 15-19 | 0 | 0 | 4.0 | 0 | 14.6 | .7 | 1.0 | 20.3 |
| 20-24 | .5 | 0 | 2.7 | 0 | 9.7 | 2.0 | 0 | 14.9 |
| 25-29 | 0 | 0 | 4.0 | 0 | 12.3 | 1.0 | 1.0 | 18.3 |
| 30-35 | 0 | 0 | 2.0 | 0 | 6.3 | .8 | 1.0 | 10.1 |
| 35+ | 0 | 0 | 1.7 | 0 | 9.7 | 0 | 0 | 11.4 |
| TOTAL | 1.4 | 0 | 24.4 | 0 | 77.4 | 6.5 | 5.0 | 114.6 |

REGION 01 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 1.0 | 0 | 113.7 | 0 | 0 | 0 | 0 | 114.7 |
| 5-9 | 2.5 | 2.3 | 114.2 | 0 | 4.0 | 0 | 0 | 123.0 |
| 10-14 | 3.5 | 1.0 | 45.5 | 0 | 3.0 | 0 | 0 | 53.0 |
| 15-19 | 4.3 | 2.0 | 60.5 | 0 | 0 | 0 | 0 | 66.8 |
| 20-24 | 4.5 | 3.0 | 34.8 | 0 | 1.3 | 0 | 0 | 43.6 |
| 25-29 | 3.0 | 5.0 | 20.9 | 0 | .4 | 0 | 0 | 29.3 |
| 30-35 | 1.0 | 2.0 | 17.5 | 0 | 2.0 | .2 | 0 | 22.7 |
| 35+ | 2.0 | 4.0 | 15.2 | 0 | .5 | 0 | 0 | 21.7 |
| TOTAL | 21.8 | 19.3 | 422.3 | 0 | 11.2 | .2 | 0 | 474.9 |

REGION 01 SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 5.4 | 0 | 187.0 | 0 | 3.9 | 0 | 0 | 196.3 |
| 5-9 | 2.7 | 0 | 196.9 | 0 | 18.8 | 0 | 0 | 218.4 |
| 10-14 | .6 | 0 | 80.1 | 0 | 20.2 | 0 | 0 | 100.9 |
| 15-19 | .4 | 0 | 55.9 | 0 | 12.2 | .3 | 0 | 68.9 |
| 20-24 | 0 | 0 | 29.4 | 0 | 6.2 | 0 | 0 | 35.7 |
| 25-29 | 0 | 0 | 18.3 | 1.0 | 5.1 | 0 | 0 | 24.4 |
| 30-35 | 0 | 0 | 10.1 | 0 | 1.1 | 0 | 0 | 11.2 |
| 35+ | 0 | 0 | 4.4 | 0 | 4.0 | 0 | 0 | 8.4 |
| TOTAL | 9.1 | 0 | 582.1 | 1.0 | 71.5 | .3 | 0 | 664.2 |

REGION 01 TOTAL INSTRUCTIONAL STAFF

| YEARS EXPERIENCE | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 9.6 | 0 | 387.2 | 0 | 9.0 | 0 | 0 | 405.8 |
| 5-9 | 7.7 | 4.8 | 371.5 | 0 | 32.8 | 0 | 1.0 | 417.8 |
| 10-14 | 5.3 | 2.0 | 151.7 | 0 | 26.9 | 1.0 | 1.0 | 187.9 |
| 15-19 | 5.4 | 2.0 | 136.3 | 0 | 19.3 | .3 | 0 | 163.4 |
| 20-24 | 5.5 | 3.0 | 79.6 | 0 | 8.7 | 0 | 0 | 96.8 |
| 25-29 | 4.0 | 5.0 | 48.2 | 1.0 | 7.3 | 0 | 0 | 65.5 |
| 30-35 | 1.0 | 2.0 | 31.6 | 0 | 5.7 | .2 | 0 | 40.5 |
| 35+ | 3.0 | 4.0 | 24.5 | 1.0 | 5.7 | 0 | 0 | 38.2 |
| TOTAL | 41.5 | 22.8 | 1230.6 | 2.0 | 115.4 | 1.5 | 2.0 | 1415.9 |

REGION 01 TOTAL PROFESSIONAL STAFF

| YEARS EXPERIENCE | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 9.6 | 0 | 388.7 | 0 | 11.9 | 0 | 0 | 410.2 |
| 5-9 | 8.6 | 4.8 | 376.5 | 0 | 43.0 | 1.0 | 1.0 | 435.0 |
| 10-14 | 5.3 | 2.0 | 155.1 | 0 | 38.6 | 2.0 | 3.0 | 206.0 |
| 15-19 | 5.4 | 2.0 | 140.3 | 0 | 33.9 | 1.0 | 1.0 | 183.6 |
| 20-24 | 6.0 | 3.0 | 82.3 | 0 | 18.4 | 2.0 | 0 | 111.7 |
| 25-29 | 4.0 | 5.0 | 52.3 | 1.0 | 19.6 | 1.0 | 1.0 | 83.9 |
| 30-35 | 1.0 | 2.0 | 33.6 | 0 | 12.0 | 1.0 | 1.0 | 50.6 |
| 35+ | 3.0 | 4.0 | 26.2 | 1.0 | 15.4 | 0 | 0 | 49.6 |
| TOTAL | 42.9 | 22.8 | 1255.0 | 2.0 | 192.8 | 8.0 | 7.0 | 1530.5 |

REGION 02 SUPERINTENDENT

| | TRAINING | | | | | |
|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10-14 | 0 | 0 | 0 | 0 | 1.0 | 0 |
| 15-19 | 0 | 0 | 1.0 | 0 | 2.0 | 0 |
| 20-24 | 0 | 0 | 0 | 0 | 1.0 | 0 |
| 25-29 | 0 | 0 | 0 | 0 | 2.7 | 0 |
| 30-35 | 0 | 0 | 0 | 0 | 1.8 | 0 |
| 35+ | 0 | 0 | 1.0 | 0 | 1.0 | 0 |
| TOTAL | 0 | 0 | 2.0 | 0 | 9.5 | 0 |

REGION 02 TOTAL ADMINISTRATION

| | TRAINING | | | | | |
|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIS DEGREE |
| 0-4 | 0 | 0 | .6 | 0 | 3.5 | 0 |
| 5-9 | 0 | 0 | 3.2 | 0 | 5.1 | 0 |
| 10-14 | 0 | 0 | 3.0 | 0 | 4.0 | 0 |
| 15-19 | 0 | 0 | 3.0 | 0 | 9.3 | 0 |
| 20-24 | 0 | 0 | 2.0 | 0 | 2.0 | 0 |
| 25-29 | 0 | 0 | 0 | 0 | 8.8 | 0 |
| 30-35 | 0 | 0 | 1.0 | 0 | 2.8 | 0 |
| 35+ | 0 | 0 | 4.6 | 0 | 5.2 | 0 |
| TOTAL | 0 | 0 | 17.5 | 0 | 40.8 | 0 |

REGION 02 ELEM. CLASSROOM TEACHER

| | TRAINING | | | | | |
|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALI DEGREE |
| 0-4 | 1.0 | 0 | 61.7 | 0 | 0 | 0 |
| 5-9 | 0 | 1.0 | 52.5 | 0 | 2.8 | 0 |
| 10-14 | 0 | 0 | 23.0 | 0 | 7.0 | 0 |
| 15-19 | 2.0 | 1.0 | 28.9 | 0 | 2.0 | 0 |
| 20-24 | 5.0 | 2.0 | 17.0 | 0 | 0 | 0 |
| 25-29 | 1.0 | 4.0 | 14.0 | 0 | 1.0 | 0 |
| 30-35 | 0 | 4.0 | 11.0 | 0 | 2.0 | 0 |
| 35+ | 0 | 4.0 | 8.0 | 0 | 0 | 0 |
| TOTAL | 9.0 | 16.0 | 216.1 | 0 | 14.8 | 0 |

REGION 02 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 5.0 | 0 | 82.4 | 0 | .5 | 0 | 0 | 87.9 |
| 5-9 | 0 | 0 | 91.6 | 0 | 12.1 | 0 | 0 | 103.7 |
| 10-14 | 0 | 0 | 69.7 | 0 | 6.6 | 0 | 0 | 76.3 |
| 15-19 | 0 | 0 | 39.6 | 0 | 16.8 | 0 | 0 | 56.3 |
| 20-24 | 2.0 | 0 | 20.9 | 0 | 10.0 | 0 | 0 | 32.9 |
| 25-29 | 0 | 0 | 16.8 | 0 | 4.2 | 0 | 0 | 21.0 |
| 30-35 | 0 | 0 | 6.3 | 0 | 2.2 | 0 | 0 | 8.5 |
| 35+ | 2.0 | 0 | 3.4 | 0 | 4.3 | 0 | 0 | 9.7 |
| TOTAL | 9.0 | 0 | 330.7 | 0 | 56.6 | 0 | 0 | 396.3 |

REGION 02 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 8.0 | 1.0 | 199.8 | 0 | 5.5 | 0 | 0 | 214.3 |
| 5-9 | 1.6 | 1.0 | 186.7 | 0 | 19.9 | 0 | 0 | 209.2 |
| 10-14 | 2.0 | 0 | 106.2 | 0 | 19.1 | 0 | 0 | 127.2 |
| 15-19 | 3.0 | 1.0 | 82.0 | 0 | 20.8 | 0 | 0 | 106.7 |
| 20-24 | 8.5 | 2.0 | 46.6 | 0 | 12.0 | 0 | 0 | 69.0 |
| 25-29 | 1.0 | 5.0 | 37.0 | 0 | 8.2 | 0 | 0 | 51.2 |
| 30-35 | 0 | 4.0 | 21.0 | 0 | 4.2 | 0 | 0 | 29.2 |
| 35+ | 2.0 | 4.0 | 15.0 | 0 | 5.8 | 0 | 0 | 26.8 |
| TOTAL | 26.1 | 18.0 | 694.2 | 0 | 95.4 | 0 | 0 | 833.7 |

REGION 02 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 8.0 | 1.0 | 200.4 | 0 | 9.0 | 0 | 0 | 218.4 |
| 5-9 | 1.6 | 1.0 | 189.9 | 0 | 25.0 | 0 | 1.0 | 218.5 |
| 10-14 | 2.0 | 0 | 109.2 | 0 | 23.1 | 0 | 1.0 | 135.3 |
| 15-19 | 3.0 | 1.0 | 85.0 | 0 | 30.0 | 0 | 0 | 119.0 |
| 20-24 | 8.5 | 2.0 | 48.6 | 0 | 14.0 | 0 | 0 | 73.0 |
| 25-29 | 1.0 | 5.0 | 37.0 | 0 | 17.0 | 0 | 0 | 60.0 |
| 30-35 | 0 | 4.0 | 22.0 | 0 | 7.0 | 0 | 0 | 33.0 |
| 35+ | 2.0 | 4.0 | 19.6 | 0 | 11.0 | 0 | 0 | 36.6 |
| TOTAL | 26.1 | 18.0 | 711.6 | 0 | 136.1 | 0 | 2.0 | 893.9 |

REGION 03 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 1.0 |
| 5-9 | 0 | 0 | 0 | 0 | 2.5 | 0 | 0 | 2.5 |
| 10-14 | 0 | 0 | 0 | 0 | 4.0 | 0 | 1.0 | 5.0 |
| 15-19 | 0 | 0 | 0 | 0 | 4.8 | 0 | 2.0 | 6.8 |
| 20-24 | 0 | 0 | 0 | 0 | 2.0 | 0 | 0 | 2.0 |
| 25-29 | 0 | 0 | 0 | 0 | 2.0 | 0 | 2.0 | 4.0 |
| 30-35 | 0 | 0 | 0 | 0 | 7.0 | 0 | 0 | 7.0 |
| 35+ | 0 | 0 | 0 | 0 | 5.0 | 0 | 0 | 5.0 |
| TOTAL | 0 | 0 | 0 | 0 | 28.3 | 0 | 5.0 | 33.3 |

REGION 03 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 1.0 | 4.1 | 0 | 3.0 | 0 | 0 | 8.1 |
| 5-9 | 0 | 0 | 10.3 | 0 | 15.1 | 1.0 | 1.0 | 27.4 |
| 10-14 | 1.0 | 0 | 9.0 | 0 | 33.6 | 1.0 | 2.0 | 46.6 |
| 15-19 | 0 | 0 | 18.5 | 0 | 54.7 | 1.0 | 4.0 | 78.1 |
| 20-24 | 0 | 0 | 10.3 | 0 | 50.8 | 1.0 | 1.0 | 63.1 |
| 25-29 | 0 | 0 | 7.8 | 0 | 25.5 | 0 | 3.0 | 36.3 |
| 30-35 | 0 | 0 | 3.6 | 0 | 16.2 | 0 | 0 | 19.8 |
| 35+ | 0 | 0 | 10.4 | 0 | 10.0 | 0 | 0 | 20.4 |
| TOTAL | 1.0 | 1.0 | 74.0 | 0 | 208.9 | 4.0 | 11.0 | 299.9 |

REGION 03 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 1.0 | 1.0 | 173.5 | 0 | 5.0 | 0 | 0 | 180.5 |
| 5-9 | 2.5 | 1.0 | 322.4 | 0 | 40.4 | 0 | 0 | 366.3 |
| 10-14 | 1.0 | 2.0 | 217.4 | 1.0 | 50.8 | 0 | 0 | 272.3 |
| 15-19 | 5.0 | 5.0 | 139.0 | 1.0 | 39.9 | 0 | 0 | 189.9 |
| 20-24 | 6.0 | 12.0 | 116.2 | 0 | 9.5 | 0 | 0 | 143.7 |
| 25-29 | 2.0 | 7.0 | 64.5 | 0 | 9.1 | 0 | 0 | 82.6 |
| 30-35 | 2.0 | 5.0 | 50.2 | 1.0 | 5.0 | 0 | 0 | 63.2 |
| 35+ | 1.0 | 7.0 | 50.8 | 0 | 7.5 | 0 | 0 | 66.3 |
| TOTAL | 20.5 | 40.0 | 1134.0 | 3.0 | 167.2 | 0 | 0 | 1364.7 |

REGION 03 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 10.8 | 0 | 342.3 | 0 | 16.5 | 0 | 0 | 369.6 |
| 5-9 | 1.4 | 1.0 | 431.2 | 0 | 74.5 | 0 | 0 | 508.1 |
| 10-14 | 1.0 | 0 | 287.6 | 0 | 92.8 | 0 | 0 | 381.4 |
| 15-19 | 2.0 | .2 | 190.3 | 0 | 108.2 | 0 | 0 | 300.7 |
| 20-24 | 0 | 0 | 114.7 | 2.6 | 78.2 | 1.0 | 0 | 196.5 |
| 25-29 | 0 | 0 | 80.2 | 0 | 47.9 | 0 | 1.0 | 129.1 |
| 30-35 | 0 | 0 | 41.8 | 0 | 25.8 | 0 | 1.0 | 68.7 |
| 35+ | 0 | 0 | 27.2 | .5 | 14.4 | 0 | 0 | 42.1 |
| TOTAL | 15.2 | 1.2 | 1515.3 | 3.1 | 458.5 | 1.0 | 2.0 | 1996.3 |

REGION 03 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 12.1 | 1.0 | 677.0 | 0 | 33.4 | 0 | 0 | 723.5 |
| 5-9 | 5.4 | 2.5 | 917.3 | 0 | 140.7 | 0 | 0 | 1065.8 |
| 10-14 | 3.0 | 3.0 | 586.6 | 1.0 | 183.4 | 0 | 1.5 | 778.5 |
| 15-19 | 8.0 | 7.2 | 394.3 | 1.0 | 180.7 | 0 | 0 | 591.1 |
| 20-24 | 9.0 | 13.0 | 276.6 | 4.0 | 118.2 | 1.0 | 0 | 421.8 |
| 25-29 | 3.0 | 9.0 | 167.0 | 2.0 | 72.2 | 0 | 1.0 | 254.2 |
| 30-35 | 4.0 | 6.0 | 106.5 | 1.0 | 37.6 | 0 | 1.0 | 156.1 |
| 35+ | 1.0 | 8.0 | 97.2 | .5 | 29.5 | 0 | 0 | 136.1 |
| TOTAL | 45.5 | 49.7 | 3222.4 | 9.5 | 795.6 | 1.0 | 3.5 | 4127.2 |

REGION 03 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 12.1 | 2.0 | 681.1 | 0 | 36.4 | 0 | 0 | 731.6 |
| 5-9 | 5.4 | 2.5 | 927.6 | 0 | 155.8 | 1.0 | 1.0 | 1093.3 |
| 10-14 | 4.0 | 3.0 | 595.6 | 1.0 | 217.1 | 1.0 | 3.5 | 825.2 |
| 15-19 | 8.0 | 7.2 | 412.7 | 1.0 | 235.3 | 1.0 | 4.0 | 669.3 |
| 20-24 | 9.0 | 13.0 | 286.9 | 4.0 | 169.0 | 2.0 | 1.0 | 484.9 |
| 25-29 | 3.0 | 9.0 | 174.8 | 2.0 | 97.7 | 0 | 4.0 | 290.5 |
| 30-35 | 4.0 | 6.0 | 110.0 | 1.0 | 53.8 | 0 | 1.0 | 175.8 |
| 35+ | 1.0 | 8.0 | 107.6 | .5 | 39.5 | 0 | 0 | 156.6 |
| TOTAL | 46.5 | 50.7 | 3296.4 | 9.5 | 1004.5 | 5.0 | 14.5 | 4427.1 |

REGION 04 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 3.0 | 0 | 1.0 | 4.0 |
| 10-14 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 1.0 |
| 15-19 | 0 | 0 | 1.0 | 0 | 1.0 | 1.0 | 1.0 | 4.0 |
| 20-24 | 0 | 0 | 0 | 0 | 4.0 | 0 | 0 | 4.0 |
| 25-29 | 0 | 0 | 1.0 | 0 | 7.0 | 0 | 0 | 8.0 |
| 30-35 | 0 | 0 | 0 | 0 | 6.0 | 0 | 0 | 6.0 |
| 35+ | 0 | 0 | 5.7 | 0 | 7.0 | 0 | 0 | 12.7 |
| TOTAL | 0 | 0 | 7.7 | 0 | 29.0 | 1.0 | 2.0 | 39.7 |

REGION 04 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 3.8 | 0 | .3 | 1.0 | 1.0 | 6.1 |
| 5-9 | 0 | 0 | 8.0 | 0 | 16.2 | 0 | 1.0 | 25.2 |
| 10-14 | 0 | 0 | 3.5 | 0 | 19.5 | 2.0 | 1.0 | 26.0 |
| 15-19 | 0 | 0 | 12.0 | 0 | 15.5 | 1.0 | 1.0 | 29.5 |
| 20-24 | 1.0 | 0 | 8.1 | 0 | 13.4 | 0 | 0 | 22.5 |
| 25-29 | 0 | 0 | 10.4 | 0 | 21.8 | 0 | 0 | 32.3 |
| 30-35 | 0 | 0 | 1.9 | 0 | 8.0 | 0 | 0 | 9.9 |
| 35+ | 0 | .0 | 12.0 | 0 | 13.9 | 0 | 0 | 25.9 |
| TOTAL | 1.0 | .0 | 59.8 | 0 | 108.6 | 4.0 | 4.0 | 177.4 |

REGION 04 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 1.0 | .4 | 137.6 | 0 | 1.0 | 0 | 0 | 140.0 |
| 5-9 | 3.3 | 3.0 | 179.3 | 0 | 8.0 | 0 | 0 | 193.6 |
| 10-14 | 2.8 | .5 | 92.4 | 2.0 | 5.0 | 0 | 0 | 102.7 |
| 15-19 | 7.9 | 1.0 | 80.2 | 0 | 4.0 | 0 | 0 | 93.1 |
| 20-24 | 8.0 | 5.5 | 71.5 | 0 | 2.0 | 0 | 0 | 87.0 |
| 25-29 | 2.0 | 8.0 | 64.0 | 1.0 | 1.0 | 0 | 0 | 76.0 |
| 30-35 | 4.0 | 2.0 | 37.1 | 0 | 5.0 | 0 | 0 | 48.1 |
| 35+ | 3.0 | 2.0 | 32.3 | 1.0 | 1.0 | 0 | 0 | 39.3 |
| TOTAL | 32.1 | 22.4 | 694.5 | 4.0 | 27.0 | 0 | 0 | 779.9 |

REGION 04 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 6.8 | .5 | 257.4 | 0 | 7.1 | 0 | 0 | 271.8 |
| 5-9 | .4 | 0 | 282.1 | 1.0 | 35.4 | 0 | 1.0 | 319.9 |
| 10-14 | 0 | 0 | 147.1 | 1.0 | 24.5 | 0 | 0 | 172.6 |
| 15-19 | 0 | 0 | 114.1 | 2.0 | 44.7 | 0 | 0 | 160.8 |
| 20-24 | 0 | 0 | 50.5 | 1.0 | 35.6 | 0 | 0 | 87.1 |
| 25-29 | 0 | 0 | 44.0 | 0 | 21.8 | 0 | 0 | 65.8 |
| 30-35 | 0 | 0 | 15.2 | 1.0 | 4.8 | 0 | 0 | 21.0 |
| 35+ | 0 | 0 | 16.8 | 0 | 7.1 | 0 | 0 | 23.9 |
| TOTAL | 7.2 | .5 | 927.2 | 6.0 | 181.1 | 0 | 1.0 | 1123.1 |

REGION 04 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 10.4 | 2.4 | 535.3 | 0 | 22.1 | 0 | 0 | 570.3 |
| 5-9 | 6.7 | 3.0 | 546.9 | 2.0 | 57.5 | 2.0 | 1.0 | 619.1 |
| 10-14 | 3.3 | 2.5 | 286.1 | 5.0 | 39.7 | 1.0 | 0 | 337.7 |
| 15-19 | 10.9 | 2.0 | 230.1 | 3.0 | 61.5 | 0 | 0 | 307.6 |
| 20-24 | 10.0 | 5.5 | 144.6 | 1.0 | 48.1 | 0 | 0 | 209.2 |
| 25-29 | 2.0 | 9.0 | 129.4 | 1.5 | 33.1 | 0 | 0 | 175.1 |
| 30-35 | 4.0 | 3.0 | 59.5 | 1.0 | 12.0 | 0 | 0 | 79.5 |
| 35+ | 3.0 | 2.0 | 51.1 | 1.0 | 12.1 | 0 | 0 | 69.2 |
| TOTAL | 50.4 | 29.4 | 1983.2 | 14.5 | 286.3 | 3.0 | 1.0 | 2367.8 |

434

REGION 04 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 10.4 | 2.4 | 539.1 | 0 | 22.4 | 1.0 | 1.0 | 576.4 |
| 5-9 | 6.7 | 3.0 | 554.9 | 2.0 | 73.7 | 2.0 | 2.0 | 644.3 |
| 10-14 | 3.3 | 2.5 | 289.6 | 5.0 | 59.2 | 3.0 | 1.0 | 363.7 |
| 15-19 | 10.9 | 2.0 | 242.1 | 3.0 | 77.0 | 1.0 | 1.0 | 337.0 |
| 20-24 | 11.0 | 5.5 | 152.7 | 1.0 | 61.6 | 0 | 0 | 231.8 |
| 25-29 | 2.0 | 9.0 | 139.9 | 1.5 | 55.0 | 0 | 0 | 207.4 |
| 30-35 | 4.0 | 3.0 | 61.4 | 1.0 | 20.0 | 0 | 0 | 89.4 |
| 35+ | 3.0 | 2.0 | 63.2 | 1.0 | 26.0 | 0 | 0 | 95.2 |
| TOTAL | 51.4 | 29.4 | 2042.9 | 14.5 | 395.0 | 7.0 | 5.0 | 2545.2 |

REGION 05 SUPERINTENDENT

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 1.0 |
| 5-9 | 0 | 0 | 0 | 0 | 2.0 | 0 | 1.0 | 3.0 |
| 10-14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15-19 | 0 | 0 | 0 | 0 | 2.0 | 1.0 | 0 | 3.0 |
| 20-24 | 0 | 0 | 0 | 0 | 3.0 | 0 | 0 | 3.0 |
| 25-29 | 0 | 0 | 2.0 | 0 | 5.0 | 0 | 0 | 7.0 |
| 30-35 | 0 | 0 | 0 | 0 | 1.0 | 1.0 | 0 | 2.0 |
| 35+ | 0 | 0 | 1.0 | 0 | 5.0 | 0 | 0 | 6.0 |
| TOTAL | 0 | 0 | 3.0 | 0 | 19.0 | 2.0 | 1.0 | 25.0 |

REGION 05 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 0 | 0 | 4.5 | 0 | 0 | 4.5 |
| 5-9 | 0 | 0 | 6.9 | 0 | 13.5 | 0 | 1.0 | 21.4 |
| 10-14 | 0 | 0 | 5.6 | 0 | 16.1 | 1.0 | 0 | 22.8 |
| 15-19 | 0 | 0 | 8.5 | 0 | 13.2 | 1.0 | 0 | 22.6 |
| 20-24 | 0 | 0 | 2.5 | .3 | 6.0 | 0 | 0 | 8.7 |
| 25-29 | 0 | 0 | 8.8 | 0 | 11.8 | 0 | 0 | 20.5 |
| 30-35 | 0 | 0 | 5.2 | 0 | 3.0 | 1.0 | 0 | 9.2 |
| 35+ | 0 | 0 | 5.7 | .5 | 7.0 | 0 | 0 | 13.2 |
| TOTAL | 0 | 0 | 43.2 | .8 | 75.1 | 3.0 | 1.0 | 123.0 |

REGION 05 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 2.0 | 0 | 136.0 | 1.0 | 1.5 | 0 | 0 | 140.5 |
| 5-9 | .5 | 3.5 | 113.9 | 0 | 6.0 | 0 | 0 | 123.9 |
| 10-14 | 2.0 | 1.0 | 44.5 | 0 | 5.9 | 0 | 0 | 53.3 |
| 15-19 | 4.0 | 0 | 49.0 | 1.0 | 4.0 | 0 | 0 | 58.0 |
| 20-24 | 6.5 | 2.5 | 40.3 | 0 | 2.0 | 0 | 0 | 51.3 |
| 25-29 | 5.0 | 2.0 | 28.5 | 0 | 1.0 | 0 | 0 | 36.5 |
| 30-35 | 2.0 | 0 | 13.0 | 0 | 0 | 0 | 0 | 15.0 |
| 35+ | 5.0 | 2.0 | 28.0 | .5 | 1.0 | 0 | 0 | 36.5 |
| TOTAL | 27.0 | 11.0 | 453.2 | 2.5 | 21.4 | 0 | 0 | 515.1 |

REGION 05 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | |
|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALI DEGREE |
| 0-4 | 7.3 | 0 | 199.1 | 0 | 5.0 | 0 |
| 5-9 | 0 | 0 | 219.7 | 0 | 16.5 | 0 |
| 10-14 | 0 | 0 | 103.2 | 0 | 16.6 | 0 |
| 15-19 | 0 | 0 | 65.8 | 0 | 15.7 | 0 |
| 20-24 | 0 | 0 | 41.9 | 1.7 | 11.2 | 0 |
| 25-29 | 0 | 0 | 29.7 | 0 | 6.2 | 0 |
| 30-35 | 0 | 0 | 13.8 | 0 | 3.0 | 0 |
| 35+ | 0 | 0 | 13.8 | 0 | 3.0 | 0 |
| TOTAL | 7.3 | 0 | 687.1 | 1.7 | 77.2 | 0 |

REGION 05 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | |
|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALI DEGREE |
| 0-4 | 9.3 | 1.0 | 437.8 | 1.0 | 16.0 | 0 |
| 5-9 | 2.5 | 4.5 | 414.8 | 0 | 37.5 | 0 |
| 10-14 | 2.0 | 1.0 | 176.9 | 0 | 30.8 | 0 |
| 15-19 | 4.0 | 0 | 131.6 | 1.0 | 25.8 | 1.0 |
| 20-24 | 8.0 | 3.5 | 100.1 | 1.7 | 18.1 | 0 |
| 25-29 | 7.0 | 2.0 | 71.0 | 1.0 | 12.2 | 0 |
| 30-35 | 2.0 | 0 | 36.8 | 0 | 5.0 | 0 |
| 35+ | 6.0 | 2.0 | 42.3 | .5 | 9.0 | 0 |
| TOTAL | 40.8 | 14.0 | 1411.3 | 5.2 | 154.5 | 1.0 |

REGION 05 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | |
|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALI DEGREE |
| 0-4 | 9.3 | 1.0 | 437.8 | 1.0 | 20.5 | 0 |
| 5-9 | 2.5 | 4.5 | 421.7 | 0 | 51.0 | 0 |
| 10-14 | 2.0 | 1.0 | 182.5 | 0 | 47.0 | 1.0 |
| 15-19 | 4.0 | 0 | 140.1 | 1.0 | 39.0 | 2.0 |
| 20-24 | 8.0 | 3.5 | 102.6 | 2.0 | 24.1 | 0 |
| 25-29 | 7.0 | 2.0 | 79.7 | 1.0 | 24.0 | 0 |
| 30-35 | 2.0 | 0 | 42.0 | 0 | 8.0 | 1.0 |
| 35+ | 6.0 | 2.0 | 48.0 | 1.0 | 16.0 | 0 |
| TOTAL | 40.8 | 14.0 | 1454.5 | 6.0 | 229.5 | 4.0 |

REGION 06 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 0 | 0 | 1.0 | 1.0 | 1.0 | 3.0 |
| 5-9 | 0 | 0 | 1.0 | 0 | 4.0 | .5 | 0 | 5.5 |
| 10-14 | 0 | 0 | 0 | 0 | 3.0 | 0 | 0 | 3.0 |
| 15-19 | 0 | 0 | 0 | 0 | 4.0 | 1.0 | 0 | 5.0 |
| 20-24 | 0 | 0 | 0 | 0 | 8.5 | 1.0 | 0 | 9.5 |
| 25-29 | 0 | 0 | 0 | 0 | 6.0 | .0 | 0 | 6.0 |
| 30-35 | 0 | 0 | 2.0 | 0 | 3.0 | 0 | 0 | 5.0 |
| 35+ | 0 | 0 | 1.0 | 0 | 3.9 | 0 | 0 | 4.9 |
| TOTAL | 0 | 0 | 4.0 | 0 | 33.4 | 3.5 | 1.0 | 41.9 |

REGION 06 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 3.2 | .3 | 9.0 | 2.0 | 1.0 | 15.5 |
| 5-9 | 0 | 0 | 11.7 | 0 | 28.9 | 1.0 | 0 | 41.6 |
| 10-14 | 0 | 0 | 3.5 | 0 | 21.0 | .9 | 1.0 | 26.4 |
| 15-19 | 0 | .0 | 5.1 | 0 | 19.5 | 1.0 | 0 | 25.6 |
| 20-24 | 0 | 0 | 6.0 | 0 | 19.2 | 1.0 | 0 | 26.2 |
| 25-29 | 0 | 0 | 6.5 | 0 | 11.0 | 0 | 0 | 17.5 |
| 30-35 | 1.0 | 0 | 4.4 | 0 | 7.0 | 0 | 0 | 12.4 |
| 35+ | .5 | .2 | 4.9 | 1.0 | 7.3 | 0 | 0 | 13.9 |
| TOTAL | 1.5 | .2 | 45.3 | 1.3 | 122.9 | 5.9 | 2.0 | 179.0 |

REGION 06 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 1.0 | 0 | 181.8 | 0 | 1.0 | 0 | 0 | 183.8 |
| 5-9 | 7.0 | 5.0 | 171.9 | 0 | 5.3 | 0 | 0 | 189.2 |
| 10-14 | 3.0 | 3.0 | 73.0 | 0 | 2.0 | 0 | 0 | 81.0 |
| 15-19 | 8.0 | 8.5 | 61.8 | 0 | 3.5 | 0 | 0 | 81.7 |
| 20-24 | 8.5 | 6.0 | 55.0 | 0 | 3.0 | 0 | 0 | 72.5 |
| 25-29 | 6.0 | 9.0 | 42.0 | 0 | 1.0 | 0 | 0 | 58.0 |
| 30-35 | 6.0 | 3.0 | 19.6 | 0 | 0 | 0 | 0 | 28.6 |
| 35+ | 3.5 | 3.8 | 20.5 | 0 | 3.0 | 0 | 0 | 30.8 |
| TOTAL | 43.0 | 38.3 | 625.6 | 0 | 18.8 | 0 | 0 | 725.7 |

REGION 06 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 5.6 | 0 | 292.2 | .7 | 8.0 | 0 | 0 | 306.5 |
| 5-9 | .2 | 0 | 303.9 | 1.0 | 26.4 | 0 | 0 | 331.5 |
| 10-14 | 0 | 0 | 136.2 | 0 | 44.9 | .1 | 0 | 181.3 |
| 15-19 | 0 | 0 | 99.2 | 0 | 32.6 | 0 | 0 | 131.8 |
| 20-24 | 0 | 0 | 49.6 | 0 | 13.4 | 0 | 0 | 63.0 |
| 25-29 | 0 | 1.0 | 28.3 | 0 | 18.0 | 0 | 0 | 47.3 |
| 30-35 | 0 | 0 | 7.8 | 0 | 4.4 | 0 | 0 | 12.2 |
| 35+ | 0 | 0 | 6.7 | 1.0 | 4.7 | 0 | 0 | 12.4 |
| TOTAL | 5.8 | 1.0 | 924.0 | 2.7 | 152.4 | .1 | 0 | 1086.0 |

REGION 06 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 6.6 | 0 | 589.0 | .7 | 15.0 | 0 | 0 | 611.3 |
| 5-9 | 8.2 | 7.5 | 579.1 | 1.0 | 47.5 | 0 | 0 | 643.3 |
| 10-14 | 4.0 | 5.0 | 249.1 | 0 | 64.6 | 1.1 | 0 | 323.9 |
| 15-19 | 10.0 | 9.0 | 186.4 | 0 | 45.3 | 0 | 0 | 250.7 |
| 20-24 | 8.5 | 6.0 | 129.0 | 1.0 | 25.8 | 0 | 0 | 170.3 |
| 25-29 | 9.0 | 12.0 | 82.6 | 0 | 22.6 | 0 | 0 | 126.2 |
| 30-35 | 7.0 | 4.0 | 37.6 | 0 | 7.0 | 0 | 0 | 55.6 |
| 35+ | 4.6 | 4.3 | 33.1 | 1.0 | 10.7 | 0 | 0 | 53.7 |
| TOTAL | 57.9 | 47.8 | 1885.9 | 3.7 | 238.6 | 1.1 | 0 | 2235.1 |

REGION 06 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 6.6 | 0 | 592.2 | 1.0 | 24.0 | 2.0 | 1.0 | 626.8 |
| 5-9 | 8.2 | 7.5 | 590.8 | 1.0 | 76.4 | 1.0 | 0 | 684.9 |
| 10-14 | 4.0 | 5.0 | 252.7 | 0 | 85.6 | 2.0 | 1.0 | 350.3 |
| 15-19 | 10.0 | 9.0 | 191.5 | 0 | 64.8 | 1.0 | 0 | 276.3 |
| 20-24 | 8.5 | 6.0 | 135.0 | 1.0 | 45.0 | 1.0 | 0 | 196.5 |
| 25-29 | 9.0 | 12.0 | 89.0 | 0 | 33.6 | 0 | 0 | 143.6 |
| 30-35 | 8.0 | 4.0 | 42.0 | 0 | 14.0 | 0 | 0 | 68.0 |
| 35+ | 5.1 | 4.5 | 38.0 | 2.0 | 18.0 | 0 | 0 | 67.6 |
| TOTAL | 59.4 | 48.0 | 1931.3 | 5.0 | 361.5 | 7.0 | 2.0 | 2414.2 |

REGION 07 SUPERINTENDENT

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 2.0 | 0 | 1.0 | 3.0 |
| 10-14 | 0 | 0 | 0 | 0 | 2.0 | 2.0 | 0 | 4.0 |
| 15-19 | 0 | 0 | 0 | 0 | 3.0 | 1.0 | 2.0 | 6.0 |
| 20-24 | 0 | 0 | 0 | 0 | 2.0 | 1.0 | 1.0 | 4.0 |
| 25-29 | 0 | 0 | 2.0 | 0 | 10.0 | 0 | 0 | 12.0 |
| 30-35 | 0 | 0 | 1.8 | 0 | 0 | 0 | 0 | 1.8 |
| 35+ | 0 | 0 | 1.0 | 0 | 7.0 | 2.0 | 0 | 10.0 |
| TOTAL | 0 | 0 | 4.8 | 0 | 26.0 | 6.0 | 4.0 | 40.8 |

REGION 07 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 3.7 | 0 | 5.6 | 0 | 1.0 | 10.3 |
| 5-9 | 0 | 0 | 9.4 | 0 | 22.7 | 2.0 | 1.0 | 35.1 |
| 10-14 | 0 | 0 | 12.5 | 0 | 43.4 | 4.0 | 2.0 | 61.9 |
| 15-19 | 0 | 0 | 9.0 | 0 | 42.1 | 1.0 | 3.0 | 55.1 |
| 20-24 | 0 | 0 | 9.6 | 0 | 14.3 | 1.0 | 1.0 | 25.9 |
| 25-29 | 0 | 0 | 8.3 | 0 | 22.5 | 1.0 | 1.0 | 32.9 |
| 30-35 | 0 | 0 | 3.4 | 1.0 | 5.1 | 0 | 0 | 9.5 |
| 35+ | 0 | 0 | 6.7 | 0 | 11.5 | 2.0 | 0 | 20.2 |
| TOTAL | 0 | 0 | 62.6 | 1.0 | 167.3 | 11.0 | 9.0 | 250.9 |

REGION 07 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 2.5 | 0 | 390.7 | 0 | 2.5 | 0 | 0 | 395.7 |
| 5-9 | 4.3 | 2.0 | 353.7 | 1.0 | 23.5 | 0 | 0 | 384.6 |
| 10-14 | 1.0 | 6.0 | 111.0 | 0 | 13.5 | 0 | 0 | 131.5 |
| 15-19 | 5.0 | 6.0 | 62.5 | 0 | 7.0 | 0 | 0 | 80.5 |
| 20-24 | 6.0 | 5.0 | 48.0 | 0 | 5.0 | 0 | 0 | 64.0 |
| 25-29 | 6.0 | 12.5 | 59.1 | 0 | 1.0 | 0 | 0 | 78.6 |
| 30-35 | 5.0 | 10.0 | 34.0 | 0 | 1.0 | 0 | 0 | 50.0 |
| 35+ | 5.0 | 6.5 | 19.5 | 0 | 2.0 | 0 | 0 | 33.0 |
| TOTAL | 34.8 | 48.0 | 1078.6 | 1.0 | 55.5 | 0 | 0 | 1217.9 |

REGION 07

## SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 6.2 | 0 | 451.5 | 0 | 17.1 | 0 | 0 | 474.8 |
| 5-9 | 0 | 0 | 571.5 | 1.0 | 103.8 | 0 | 0 | 676.3 |
| 10-14 | 0 | 0 | 205.7 | 0 | 74.2 | 0 | 0 | 279.9 |
| 15-19 | 0 | 0 | 92.5 | 1.0 | 33.0 | 0 | 0 | 126.5 |
| 20-24 | 1.0 | 0 | 52.6 | 1.0 | 17.4 | 0 | 0 | 72.0 |
| 25-29 | 0 | 0 | 42.3 | 0 | 13.5 | 0 | 0 | 55.8 |
| 30-35 | 0 | 0 | 12.2 | 0 | 3.9 | 0 | 0 | 16.1 |
| 35+ | 0 | 0 | 8.8 | 0 | 5.8 | 0 | 0 | 14.6 |
| TOTAL | 7.2 | 0 | 1437.1 | 3.0 | 268.7 | 0 | 0 | 1716.0 |

REGION 07

## TOTAL INSTRUCTIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 10.6 | 0 | 1109.4 | 0 | 36.1 | .4 | 1.0 | 1157.5 |
| 5-9 | 5.3 | 4.0 | 1114.5 | 2.0 | 176.8 | 0 | 0 | 1302.7 |
| 10-14 | 2.0 | 7.0 | 376.0 | 0 | 110.9 | 1.0 | 0 | 496.9 |
| 15-19 | 7.0 | 7.0 | 190.9 | 2.0 | 55.2 | 0 | 0 | 262.1 |
| 20-24 | 8.0 | 6.0 | 123.4 | 1.0 | 32.7 | 0 | 0 | 171.1 |
| 25-29 | 6.0 | 12.5 | 120.3 | 0 | 20.9 | 0 | 0 | 159.7 |
| 30-35 | 5.0 | 11.0 | 53.8 | 0 | 7.9 | 0 | 0 | 77.7 |
| 35+ | 6.0 | 7.5 | 37.3 | 0 | 9.9 | 0 | 0 | 60.7 |
| TOTAL | 49.9 | 55.0 | 3125.6 | 5.0 | 450.4 | 1.4 | 1.0 | 3688.4 |

REGION 07

## TOTAL PROFESSIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 10.6 | 0 | 1113.1 | 0 | 41.7 | .4 | 2.0 | 1167.8 |
| 5-9 | 5.3 | 4.0 | 1123.9 | 2.0 | 199.5 | 2.0 | 1.0 | 1337.6 |
| 10-14 | 2.0 | 7.0 | 388.5 | 0 | 154.3 | 5.0 | 2.0 | 558.8 |
| 15-19 | 7.0 | 7.0 | 199.9 | 2.0 | 97.4 | 1.0 | 3.0 | 317.3 |
| 20-24 | 8.0 | 6.0 | 133.0 | 1.0 | 47.0 | 1.0 | 1.0 | 197.0 |
| 25-29 | 6.0 | 12.5 | 128.6 | 0 | 43.4 | 1.0 | 1.0 | 192.6 |
| 30-35 | 5.0 | 11.0 | 57.2 | 1.0 | 13.0 | 0 | 0 | 87.2 |
| 35+ | 6.0 | 7.5 | 44.0 | 0 | 21.4 | 2.0 | 0 | 80.8 |
| TOTAL | 49.9 | 55.0 | 3188.2 | 6.0 | 617.7 | 12.4 | 10.0 | 3939.3 |

REGION 08 SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 4.5 | 0 | .3 | 4.8 |
| 10-14 | 0 | 0 | 0 | 0 | 0 | 1.0 | 0 | 1.0 |
| 15-19 | 1.0 | 0 | 0 | 0 | 2.0 | 0 | 1.0 | 4.0 |
| 20-24 | 0 | 1.0 | 0 | 0 | 6.7 | 0 | 1.0 | 8.7 |
| 25-29 | 0 | 0 | .4 | 0 | 4.0 | 0 | 0 | 4.4 |
| 30-35 | 0 | 0 | 1.0 | 0 | 7.0 | 0 | 0 | 8.0 |
| 35+ | 0 | 0 | 0 | 0 | 7.5 | 0 | 0 | 7.5 |
| TOTAL | 1.0 | 1.0 | 1.4 | 0 | 31.7 | 1.0 | 2.3 | 38.4 |

REGION 08 TOTAL ADMINISTRATION

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 1.0 | .8 | 0 | 1.5 | 0 | 0 | 3.3 |
| 5-9 | 0 | 0 | 4.4 | 0 | 25.9 | 1.0 | .7 | 32.0 |
| 10-14 | 0 | 0 | 5.0 | 0 | 16.7 | 1.0 | 1.0 | 23.7 |
| 15-19 | 1.0 | 0 | 3.0 | 0 | 19.5 | 0 | 1.0 | 24.5 |
| 20-24 | 0 | 1.0 | 2.9 | 0 | 12.5 | 1.0 | 1.0 | 18.4 |
| 25-29 | 0 | 0 | 3.4 | 0 | 19.1 | 0 | 0 | 22.5 |
| 30-35 | 0 | 0 | 2.2 | 0 | 12.0 | 0 | 0 | 14.2 |
| 35+ | 0 | 0 | 2.2 | 0 | 13.0 | 0 | 0 | 15.2 |
| TOTAL | 1.0 | 2.0 | 23.9 | 0 | 120.2 | 3.0 | 3.7 | 153.8 |

REGION 08 ELEM. CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 1.0 | 3.5 | 131.7 | 0 | 1.5 | 0 | 0 | 137.7 |
| 5-9 | 6.9 | 2.5 | 101.1 | 0 | 3.0 | 0 | 0 | 113.5 |
| 10-14 | 7.0 | 4.0 | 64.7 | 0 | 1.5 | 0 | 0 | 77.2 |
| 15-19 | 3.5 | 5.0 | 61.8 | 0 | 3.0 | 0 | 0 | 73.3 |
| 20-24 | 2.5 | 4.0 | 54.2 | 0 | 6.2 | 0 | 0 | 66.9 |
| 25-29 | 5.0 | 5.0 | 49.8 | 0 | 0 | 0 | 0 | 59.8 |
| 30-35 | 1.0 | 6.0 | 34.0 | 0 | 1.0 | 0 | 0 | 42.0 |
| 35+ | 3.0 | 6.0 | 25.8 | 0 | 0 | 1.0 | 0 | 35.8 |
| TOTAL | 29.9 | 36.0 | 523.2 | 0 | 16.2 | 1.0 | 0 | 606.3 |

REGION 08 SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 5.4 | 0 | 273.7 | 0 | 8.0 | 0 | 0 | 287.1 |
| 5-9 | 1.0 | 0 | 312.8 | .2 | 25.5 | 0 | 0 | 339.5 |
| 10-14 | 1.0 | 0 | 131.3 | 0 | 22.5 | 0 | 0 | 154.8 |
| 15-19 | 0 | 0 | 63.3 | 0 | 21.9 | 0 | 0 | 85.2 |
| 20-24 | 0 | 0 | 36.9 | 0 | 12.4 | 0 | 0 | 49.2 |
| 25-29 | 0 | 0 | 35.8 | 0 | 10.2 | 0 | 0 | 46.0 |
| 30-35 | 0 | 0 | 15.8 | 0 | 6.0 | 0 | 0 | 21.8 |
| 35+ | 0 | 0 | 11.8 | 0 | 3.7 | 0 | 0 | 15.5 |
| TOTAL | 7.4 | 0 | 881.5 | .2 | 110.2 | 0 | 0 | 999.2 |

REGION 08 TOTAL INSTRUCTIONAL STAFF

| YEARS EXPERIENCE | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 7.6 | 3.5 | 481.4 | 0 | 13.5 | 0 | 0 | 506.0 |
| 5-9 | 12.3 | 3.0 | 493.5 | .2 | 41.5 | 0 | .3 | 550.8 |
| 10-14 | 8.0 | 4.5 | 223.0 | 0 | 33.9 | 0 | 0 | 269.4 |
| 15-19 | 7.5 | 5.5 | 157.1 | 0 | 35.1 | 0 | 0 | 205.2 |
| 20-24 | 4.5 | 5.6 | 113.8 | 0 | 23.5 | 1.0 | 0 | 148.4 |
| 25-29 | 6.0 | 5.0 | 95.6 | 0 | 13.9 | 0 | 0 | 120.5 |
| 30-35 | 2.0 | 6.0 | 51.8 | 0 | 7.0 | 0 | 0 | 66.8 |
| 35+ | 3.0 | 6.0 | 49.4 | 0 | 6.2 | 1.0 | 0 | 65.6 |
| TOTAL | 50.9 | 39.1 | 1665.5 | .2 | 174.7 | 2.0 | .3 | 1932.7 |

REGION 08 TOTAL PROFESSIONAL STAFF

| YEARS EXPERIENCE | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 7.6 | 4.5 | 482.2 | 0 | 15.0 | 0 | 0 | 509.3 |
| 5-9 | 12.3 | 3.0 | 497.9 | .2 | 67.4 | 1.0 | 1.0 | 582.8 |
| 10-14 | 8.0 | 4.5 | 228.0 | 0 | 50.6 | 1.0 | 1.0 | 293.1 |
| 15-19 | 8.5 | 5.5 | 160.1 | 0 | 54.6 | 0 | 1.0 | 229.7 |
| 20-24 | 4.5 | 6.6 | 116.6 | 0 | 36.0 | 2.0 | 1.0 | 166.8 |
| 25-29 | 6.0 | 5.0 | 99.0 | 0 | 33.0 | 0 | 0 | 143.0 |
| 30-35 | 2.0 | 6.0 | 54.0 | 0 | 19.0 | 0 | 0 | 81.0 |
| 35+ | 3.0 | 6.0 | 51.6 | 0 | 19.2 | 1.0 | 0 | 80.8 |
| TOTAL | 51.9 | 41.1 | 1689.5 | .2 | 294.9 | 5.0 | 4.0 | 2086.5 |

REGION 09 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 1.3 | 0 | 0 | 1.3 |
| 10-14 | 0 | 0 | 0 | 0 | 4.0 | 0 | 1.0 | 5.0 |
| 15-19 | 0 | 0 | 1.0 | 0 | 5.0 | 0 | 1.0 | 7.0 |
| 20-24 | 0 | 0 | 1.0 | 0 | 5.0 | 0 | 1.0 | 7.0 |
| 25-29 | 0 | 0 | 1.0 | 0 | 8.0 | 2.0 | 0 | 11.0 |
| 30-35 | 0 | 0 | 1.0 | 0 | 6.0 | 0 | 0 | 7.0 |
| 35+ | 0 | 0 | 3.0 | 0 | 1.7 | 1.0 | 0 | 5.7 |
| TOTAL | 0 | 0 | 7.0 | 0 | 31.0 | 3.0 | 3.0 | 44.0 |

REGION 09 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 2.6 | 0 | 3.8 | 0 | 0 | 6.4 |
| 5-9 | 0 | 0 | 5.9 | 0 | 16.9 | 2.0 | 0 | 24.8 |
| 10-14 | 0 | 0 | 8.0 | 0 | 27.4 | 2.0 | 1.0 | 38.4 |
| 15-19 | 0 | 0 | 9.7 | 0 | 24.4 | 2.0 | 1.0 | 37.0 |
| 20-24 | 0 | 0 | 7.4 | 0 | 20.7 | 0 | 1.0 | 29.1 |
| 25-29 | 0 | 0 | 3.3 | 0 | 16.0 | 2.0 | 1.0 | 22.3 |
| 30-35 | 0 | 0 | 4.8 | 0 | 11.7 | 1.0 | 0 | 17.5 |
| 35+ | 0 | 0 | 8.9 | 1.0 | 11.4 | 1.0 | 0 | 22.3 |
| TOTAL | 0 | 0 | 50.6 | 1.0 | 132.3 | 10.0 | 4.0 | 197.8 |

REGION 09 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 3.0 | 0 | 200.6 | 0 | 1.0 | 0 | 0 | 204.6 |
| 5-9 | 6.5 | 4.0 | 182.0 | 1.0 | 13.0 | 0 | 0 | 206.5 |
| 10-14 | 1.0 | 2.0 | 79.0 | 0 | 8.0 | 1.0 | 0 | 91.0 |
| 15-19 | 4.0 | 5.0 | 71.9 | 0 | 17.5 | 0 | 0 | 98.4 |
| 20-24 | 5.0 | 3.5 | 57.9 | 1.0 | 5.3 | 0 | 0 | 72.7 |
| 25-29 | 4.0 | 4.0 | 44.0 | 0 | 11.1 | 0 | 0 | 63.1 |
| 30-35 | 3.0 | 5.0 | 23.0 | 0 | 2.0 | 0 | 0 | 33.0 |
| 35+ | 2.0 | 1.0 | 29.0 | 0 | 7.0 | 0 | 0 | 39.0 |
| TOTAL | 28.5 | 24.5 | 687.4 | 2.0 | 64.9 | 1.0 | 0 | 808.3 |

REGION 09 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 1.5 | 0 | 309.7 | 0 | 14.4 | 0 | .3 | 325.9 |
| 5-9 | .6 | 0 | 331.1 | 0 | 55.6 | 1.0 | 1.0 | 389.3 |
| 10-14 | 0 | 0 | 154.8 | 0 | 59.6 | 0 | 0 | 214.4 |
| 15-19 | 0 | 0 | 95.5 | 1.0 | 51.7 | 1.0 | 0 | 149.2 |
| 20-24 | 1.0 | 0 | 55.6 | 0 | 21.0 | 0 | 1.0 | 78.6 |
| 25-29 | 0 | 0 | 46.4 | 1.0 | 28.1 | 1.0 | 0 | 76.5 |
| 30-35 | 0 | 0 | 16.3 | 0 | 9.9 | 0 | 0 | 26.2 |
| 35+ | 1.0 | 0 | 15.1 | 0 | 6.7 | 0 | 0 | 22.8 |
| TOTAL | 4.1 | 0 | 1024.6 | 2.0 | 247.0 | 3.0 | 2.3 | 1283.0 |

REGION 09 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 7.5 | 1.0 | 637.4 | 0 | 24.7 | 0 | .3 | 670.9 |
| 5-9 | 7.6 | 4.0 | 603.8 | 1.0 | 96.0 | 1.0 | 2.4 | 715.8 |
| 10-14 | 1.0 | 3.0 | 276.3 | 0 | 82.7 | 2.0 | 0 | 365.0 |
| 15-19 | 4.0 | 5.0 | 207.3 | 1.0 | 87.3 | 3.0 | 1.0 | 308.6 |
| 20-24 | 7.0 | 3.5 | 134.4 | 1.0 | 39.3 | 0 | 1.0 | 186.2 |
| 25-29 | 5.0 | 4.0 | 106.1 | 1.0 | 49.6 | 1.0 | 1.0 | 167.7 |
| 30-35 | 4.0 | 5.0 | 47.2 | 0 | 16.3 | 0 | 0 | 72.5 |
| 35+ | 3.0 | 1.0 | 53.1 | 0 | 18.8 | 0 | 0 | 75.9 |
| TOTAL | 39.1 | 26.5 | 2065.6 | 4.0 | 414.8 | 7.0 | 5.7 | 2562.7 |

REGION 09 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 7.5 | 1.0 | 640.0 | 0 | 28.5 | 0 | .3 | 677.3 |
| 5-9 | 7.6 | 4.0 | 609.7 | 1.0 | 112.9 | 3.0 | 2.4 | 740.6 |
| 10-14 | 1.0 | 3.0 | 284.3 | 0 | 110.1 | 4.0 | 1.0 | 403.4 |
| 15-19 | 4.0 | 5.0 | 217.0 | 1.0 | 111.7 | 5.0 | 2.0 | 345.7 |
| 20-24 | 7.0 | 3.5 | 141.8 | 1.0 | 60.0 | 0 | 2.0 | 215.3 |
| 25-29 | 5.0 | 4.0 | 109.4 | 1.0 | 65.6 | 3.0 | 2.0 | 190.0 |
| 30-35 | 4.0 | 5.0 | 52.0 | 0 | 28.0 | 1.0 | 0 | 90.0 |
| 35+ | 3.0 | 1.0 | 62.0 | 1.0 | 30.2 | 1.0 | 0 | 98.2 |
| TOTAL | 39.1 | 26.5 | 2116.2 | 5.0 | 547.0 | 17.0 | 9.7 | 2760.5 |

## REGION 10 SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 1.0 |
| 5-9 | 0 | 0 | 0 | 0 | 3.0 | 1.0 | 1.0 | 5.0 |
| 10-14 | 0 | 0 | 1.0 | 0 | 2.8 | 0 | 2.0 | 5.8 |
| 15-19 | 0 | 0 | 1.0 | 0 | 6.0 | 1.0 | 1.0 | 9.0 |
| 20-24 | 0 | 0 | 1.0 | 0 | 6.0 | 0 | 1.0 | 8.0 |
| 25-29 | 0 | 0 | 1.0 | 0 | 6.0 | 2.0 | 1.0 | 10.0 |
| 30-35 | 0 | 0 | 1.0 | 0 | 6.0 | 0 | 0 | 7.0 |
| 35+ | 0 | 0 | 2.0 | 0 | 5.0 | 0 | 0 | 7.0 |
| TOTAL | 0 | 0 | 7.0 | 0 | 34.8 | 4.0 | 7.0 | 52.8 |

## REGION 10 TOTAL ADMINISTRATION

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 1.5 | 0 | 2.2 | 0 | 2.0 | 5.7 |
| 5-9 | 0 | 0 | 13.4 | 0 | 38.6 | 2.0 | 1.0 | 55.0 |
| 10-14 | 1.0 | 0 | 10.6 | 1.0 | 52.3 | 2.7 | 6.0 | 73.6 |
| 15-19 | 0 | 0 | 10.7 | 0 | 48.7 | 3.0 | 3.0 | 65.5 |
| 20-24 | 0 | 0 | 8.0 | 0 | 32.2 | 0 | 2.0 | 42.2 |
| 25-29 | 0 | 0 | 4.5 | 0 | 30.5 | 6.0 | 5.0 | 46.0 |
| 30-35 | 0 | 0 | 5.5 | 0 | 21.2 | 0 | 1.0 | 27.7 |
| 35+ | 0 | 0 | 6.5 | 1.0 | 19.6 | 1.0 | 1.0 | 29.1 |
| TOTAL | 1.0 | 0 | 60.7 | 2.0 | 245.4 | 14.7 | 21.0 | 344.7 |

## REGION 10 ELEM. CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 1.0 | 1.0 | 297.4 | 0 | 9.0 | 0 | 0 | 308.4 |
| 5-9 | 7.0 | 5.0 | 571.4 | 0 | 46.0 | 0 | 0 | 629.4 |
| 10-14 | 2.5 | 3.0 | 151.0 | 0 | 35.3 | .3 | 0 | 192.2 |
| 15-19 | 1.0 | 7.0 | 114.0 | 0 | 21.0 | 0 | 0 | 143.0 |
| 20-24 | 3.0 | 3.0 | 90.7 | 0 | 10.0 | 0 | 0 | 106.7 |
| 25-29 | 1.0 | 3.0 | 99.7 | 0 | 9.0 | 1.0 | 0 | 113.7 |
| 30-35 | 3.0 | 1.0 | 56.8 | 1.0 | 9.2 | 0 | 0 | 71.0 |
| 35+ | 0 | 2.5 | 66.0 | 0 | 11.0 | 0 | 0 | 79.5 |
| TOTAL | 18.5 | 25.5 | 1446.9 | 1.0 | 150.6 | 1.3 | 0 | 1643.8 |

REGION 10 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | |
|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 7.6 | 0 | 516.5 | 0 | 24.9 | 0 | 0 | 549.1 |
| 5-9 | 3.0 | 0 | 573.2 | 1.0 | 150.1 | 0 | 0 | 727.3 |
| 10-14 | 0 | 0 | 204.8 | 1.0 | 171.5 | 0 | 0 | 377.3 |
| 15-19 | 1.0 | 0 | 131.2 | 0 | 153.3 | 0 | 0 | 285.5 |
| 20-24 | 1.0 | 0 | 79.2 | 0 | 69.0 | 0 | 0 | 149.2 |
| 25-29 | 0 | 0 | 57.2 | 0 | 41.2 | 1.0 | 0 | 99.4 |
| 30-35 | 0 | 0 | 13.2 | 0 | 13.6 | 0 | 0 | 26.8 |
| 35+ | 0 | 0 | 18.1 | 0 | 17.4 | 0 | 0 | 35.5 |
| TOTAL | 12.6 | 0 | 1593.4 | 2.0 | 641.1 | 1.0 | 0 | 2250.1 |

REGION 10 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 17.6 | 3.0 | 1059.5 | 0 | 66.2 | 0 | 2.0 | 1148.4 |
| 5-9 | 12.4 | 7.0 | 1371.7 | 1.0 | 260.3 | 2.0 | 1.6 | 1656.1 |
| 10-14 | 2.5 | 5.0 | 427.1 | 1.0 | 254.0 | .3 | 0 | 689.9 |
| 15-19 | 3.0 | 7.0 | 317.7 | 0 | 221.3 | 1.0 | 0 | 550.0 |
| 20-24 | 5.0 | 4.0 | 210.3 | 0 | 108.0 | 1.0 | 0 | 328.3 |
| 25-29 | 1.0 | 4.0 | 184.5 | 1.0 | 68.5 | 3.0 | 1.0 | 262.9 |
| 30-35 | 4.0 | 1.0 | 94.4 | 2.0 | 40.8 | 0 | 0 | 142.2 |
| 35+ | 1.0 | 2.5 | 94.1 | 1.0 | 41.4 | 0 | 0 | 140.0 |
| TOTAL | 46.5 | 23.5 | 3759.3 | 6.0 | 1060.6 | 7.3 | 4.6 | 4917.8 |

REGION 10 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 17.6 | 3.0 | 1061.0 | 0 | 68.4 | 0 | 4.0 | 1154.0 |
| 5-9 | 12.4 | 7.0 | 1385.1 | 1.0 | 299.0 | 4.0 | 2.6 | 1711.1 |
| 10-14 | 3.5 | 5.0 | 437.6 | 2.0 | 306.4 | 3.0 | 6.0 | 763.5 |
| 15-19 | 3.0 | 7.0 | 328.5 | 0 | 270.0 | 4.0 | 3.0 | 615.4 |
| 20-24 | 5.0 | 4.0 | 218.3 | 0 | 140.2 | 1.0 | 2.0 | 370.5 |
| 25-29 | 1.0 | 4.0 | 189.0 | 1.0 | 99.0 | 9.0 | 6.0 | 309.0 |
| 30-35 | 4.0 | 1.0 | 99.9 | 2.0 | 62.0 | 0 | 1.0 | 169.9 |
| 35+ | 1.0 | 2.5 | 100.6 | 2.0 | 61.0 | 1.0 | 1.0 | 169.1 |
| TOTAL | 47.5 | 33.5 | 3820.0 | 8.0 | 1306.0 | 22.0 | 25.6 | 5262.6 |

REGION 11 SUPERINTENDENT

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 1.0 | 0 | 0 | 0 | 2.0 | 3.0 |
| 5-9 | 0 | 0 | 1.0 | 0 | 2.0 | 1.0 | 3.0 | 7.0 |
| 10-14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15-19 | 0 | 0 | 0 | 0 | 2.0 | 0 | 2.0 | 4.0 |
| 20-24 | 0 | 0 | 0 | 0 | 4.0 | 1.0 | 6.0 | 11.0 |
| 25-29 | 0 | 0 | 1.0 | 0 | 6.0 | 1.0 | 3.0 | 11.0 |
| 30-35 | 0 | 0 | 1.0 | 0 | 1.0 | 1.0 | 4.0 | 7.0 |
| 35+ | 0 | 0 | 2.0 | 0 | 3.0 | 1.0 | 1.0 | 7.0 |
| TOTAL | 0 | 0 | 6.0 | 0 | 18.0 | 5.0 | 21.0 | 50.0 |

REGION 11 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 26.6 | 1.0 | 33.8 | 1.0 | 11.0 | 73.4 |
| 5-9 | 1.0 | 0 | 94.2 | 0 | 106.2 | 9.6 | 24.0 | 235.1 |
| 10-14 | 1.0 | 0 | 68.2 | 0 | 136.9 | 14.0 | 13.0 | 233.1 |
| 15-19 | 1.0 | 0 | 80.7 | 0 | 177.4 | 25.6 | 36.0 | 320.7 |
| 20-24 | 0 | 0 | 59.9 | 0 | 176.4 | 26.8 | 19.0 | 282.2 |
| 25-29 | 1.0 | 0 | 52.9 | 0 | 171.7 | 16.0 | 20.0 | 261.5 |
| 30-35 | 1.0 | 0 | 19.0 | 0 | 65.6 | 4.0 | 11.0 | 100.6 |
| 35+ | 1.0 | 1.0 | 25.2 | 0 | 71.1 | 3.0 | 6.0 | 107.3 |
| TOTAL | 6.0 | 1.0 | 426.7 | 1.0 | 939.2 | 100.0 | 140.0 | 1613.9 |

REGION 11 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 8.5 | 1.0 | 1152.5 | 1.0 | 26.1 | 2.0 | 0 | 1191.1 |
| 5-9 | 7.0 | 2.5 | 2484.0 | 1.0 | 128.5 | 1.0 | .5 | 2624.5 |
| 10-14 | 0 | 6.0 | 1096.6 | 0 | 150.5 | 2.0 | 3.0 | 1258.1 |
| 15-19 | 1.0 | 8.0 | 606.5 | 0 | 87.5 | 1.0 | 1.0 | 705.0 |
| 20-24 | 7.5 | 6.5 | 382.0 | 0 | 58.0 | 1.0 | 0 | 454.9 |
| 25-29 | 12.0 | 14.0 | 235.0 | 1.0 | 45.0 | 0 | 0 | 307.0 |
| 30-35 | 5.0 | 5.0 | 113.0 | 0 | 25.0 | 0 | 0 | 148.0 |
| 35+ | 4.0 | 11.0 | 129.0 | 0 | 14.5 | 0 | 0 | 158.5 |
| TOTAL | 45.0 | 54.0 | 6198.5 | 3.0 | 535.1 | 7.0 | 4.5 | 6847.1 |

### REGION 11 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 41.9 | 1.0 | 1508.2 | 0 | 187.1 | 0 | 1.0 | 1739.3 |
| 5-9 | 9.0 | 1.0 | 2401.7 | 1.0 | 476.6 | 3.8 | 4.0 | 2897.1 |
| 10-14 | 1.0 | 1.0 | 1079.0 | 0 | 502.6 | 3.6 | 3.4 | 1590.6 |
| 15-19 | 0 | 0 | 781.5 | 0 | 577.7 | 3.6 | 4.8 | 1367.7 |
| 20-24 | 0 | 0 | 410.4 | 0 | 332.1 | 2.2 | 2.0 | 746.6 |
| 25-29 | 0 | 0 | 320.2 | 2.0 | 229.5 | 2.0 | 3.0 | 556.6 |
| 30-35 | 0 | 0 | 100.0 | 0 | 60.8 | 2.0 | 1.0 | 163.8 |
| 35+ | 0 | 1.0 | 81.5 | 0 | 53.9 | 0 | 2.0 | 138.4 |
| TOTAL | 51.9 | 4.0 | 6682.6 | 3.0 | 2420.3 | 17.2 | 21.2 | 9200.1 |

### REGION 11 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 68.3 | 7.0 | 3445.8 | 2.5 | 398.6 | 9.0 | 2.0 | 3933.2 |
| 5-9 | 32.2 | 7.5 | 5985.4 | 2.0 | 957.8 | 18.4 | 12.0 | 7015.4 |
| 10-14 | 6.0 | 10.0 | 2682.4 | 2.0 | 850.4 | 11.6 | 11.4 | 3573.8 |
| 15-19 | 15.0 | 12.0 | 1726.5 | 2.6 | 907.2 | 12.4 | 17.0 | 2692.7 |
| 20-24 | 15.0 | 9.5 | 974.1 | 2.0 | 582.0 | 12.2 | 5.0 | 1599.8 |
| 25-29 | 19.0 | 18.0 | 682.3 | 4.0 | 388.3 | 3.0 | 9.0 | 1123.6 |
| 30-35 | 8.0 | 8.0 | 276.2 | 0 | 133.3 | 3.0 | 1.0 | 429.4 |
| 35+ | 4.0 | 13.0 | 256.1 | 0 | 110.1 | 1.0 | 3.0 | 387.2 |
| TOTAL | 167.6 | 85.0 | 16028.7 | 15.1 | 4327.8 | 70.6 | 60.4 | 20755.2 |

### REGION 11 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 68.3 | 7.0 | 3472.4 | 3.5 | 432.4 | 10.0 | 13.0 | 4006.6 |
| 5-9 | 33.2 | 7.5 | 6079.7 | 2.0 | 1064.0 | 28.0 | 36.0 | 7250.4 |
| 10-14 | 7.0 | 10.0 | 2750.6 | 2.0 | 987.4 | 25.6 | 24.4 | 3807.0 |
| 15-19 | 16.0 | 12.0 | 1807.1 | 2.6 | 1084.6 | 38.0 | 53.0 | 3013.4 |
| 20-24 | 15.0 | 9.5 | 1034.0 | 2.0 | 758.5 | 39.0 | 24.0 | 1882.0 |
| 25-29 | 20.0 | 18.0 | 735.1 | 4.0 | 560.0 | 19.0 | 29.0 | 1365.1 |
| 30-35 | 9.0 | 8.0 | 295.1 | 0 | 198.9 | 7.0 | 12.0 | 530.0 |
| 35+ | 5.0 | 14.0 | 281.3 | 0 | 181.2 | 4.0 | 9.0 | 494.5 |
| TOTAL | 173.6 | 86.0 | 16455.5 | 16.1 | 5267.0 | 170.6 | 200.4 | 22369.1 |

STATE TOTAL SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 1.0 | 0 | 3.0 | 1.0 | 4.0 | 9.0 |
| 5-9 | 0 | 0 | 3.0 | 0 | 26.3 | 2.5 | 7.3 | 39.2 |
| 10-14 | 0 | 0 | 1.0 | 0 | 19.3 | 3.0 | 5.0 | 28.3 |
| 15-19 | 1.0 | 0 | 4.0 | 0 | 36.8 | 5.0 | 10.7 | 57.5 |
| 20-24 | 0 | 1.0 | 2.0 | 0 | 46.2 | 5.0 | 10.0 | 64.2 |
| 25-29 | 0 | 0 | 8.9 | 0 | 61.8 | 5.0 | 7.0 | 82.7 |
| 30-35 | 0 | 0 | 7.8 | 0 | 43.3 | 2.0 | 5.0 | 58.2 |
| 35+ | 0 | 0 | 16.7 | 0 | 51.1 | 4.0 | 1.0 | 72.7 |
| TOTAL | 1.0 | 1.0 | 44.4 | 0 | 287.8 | 27.5 | 50.0 | 411.7 |

STATE TOTAL ASST. SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 1.0 | 5.0 | 0 | 3.0 | 9.0 |
| 5-9 | 1.0 | 0 | 6.9 | 0 | 10.0 | 1.5 | 10.0 | 29.4 |
| 10-14 | 0 | 0 | 3.2 | 0 | 5.0 | 1.0 | 3.0 | 12.2 |
| 15-19 | 1.0 | 0 | 3.2 | 0 | 20.3 | 2.0 | 7.0 | 33.5 |
| 20-24 | 1.0 | 0 | 4.0 | 0 | 21.2 | 3.0 | 3.0 | 32.2 |
| 25-29 | 0 | 0 | 3.5 | 0 | 23.5 | 2.0 | 6.0 | 35.0 |
| 30-35 | 0 | 0 | 1.0 | 0 | 5.5 | 1.0 | 2.0 | 9.5 |
| 35+ | 1.0 | 0 | 4.5 | 0 | 11.0 | 1.0 | 1.0 | 18.5 |
| TOTAL | 4.0 | 0 | 26.3 | 1.0 | 101.5 | 11.5 | 35.0 | 179.3 |

STATE TOTAL KINDERGARTEN

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 3.5 | 1.0 | 293.9 | 0 | 5.5 | 0 | 0 | 303.9 |
| 5-9 | 5.0 | 4.0 | 390.0 | 0 | 10.0 | 0 | 0 | 409.0 |
| 10-14 | 1.5 | 6.0 | 185.9 | 1.0 | 7.0 | 0 | .5 | 201.9 |
| 15-19 | 8.0 | 5.0 | 139.1 | 0 | 13.5 | 0 | 0 | 165.6 |
| 20-24 | 3.0 | 5.0 | 94.5 | 0 | 8.5 | 0 | 0 | 111.0 |
| 25-29 | 3.5 | 4.0 | 57.5 | 0 | 7.0 | 0 | 0 | 72.0 |
| 30-35 | 2.0 | 7.0 | 36.5 | 0 | 6.0 | 0 | 0 | 51.5 |
| 35+ | 1.0 | 2.5 | 24.0 | 0 | 2.5 | 0 | 0 | 30.0 |
| TOTAL | 27.5 | 34.5 | 1221.4 | 1.0 | 60.0 | 0 | .5 | 1344.8 |

STATE TOTAL ELEM. PRINCIPALS + ASST.

|  | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 1.8 | 0 | 9.8 | 1.0 | 0 | 12.7 |
| 5-9 | 0 | 0 | 23.0 | 0 | 71.6 | 3.5 | 2.0 | 100.1 |
| 10-14 | 1.0 | 0 | 32.5 | 0 | 130.0 | 13.7 | 5.0 | 182.3 |
| 15-19 | 0 | .0 | 42.2 | 0 | 120.0 | 6.9 | 7.3 | 176.5 |
| 20-24 | .5 | 0 | 40.8 | 0 | 75.3 | 9.1 | 4.9 | 130.7 |
| 25-29 | 0 | 0 | 38.5 | 0 | 75.2 | 8.0 | 3.0 | 124.7 |
| 30-35 | 1.0 | 0 | 12.4 | 1.0 | 37.3 | 3.8 | 1.0 | 56.5 |
| 35+ | .5 | 1.2 | 30.3 | 1.5 | 38.5 | 1.0 | 1.0 | 74.0 |
| TOTAL | 3.0 | 1.2 | 221.5 | 2.5 | 557.9 | 47.0 | 24.3 | 857.4 |

STATE TOTAL SEC. PRINCIPALS + ASST.

|  | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 2.9 | 0 | 23.2 | 2.0 | 5.0 | 33.1 |
| 5-9 | .9 | 0 | 27.2 | 0 | 96.3 | 8.0 | 6.0 | 138.3 |
| 10-14 | 1.0 | 0 | 16.5 | 1.0 | 124.6 | 8.9 | 13.0 | 164.9 |
| 15-19 | 0 | 0 | 19.1 | 0 | 148.9 | 13.3 | 8.0 | 189.3 |
| 20-24 | 0 | 0 | 15.7 | 0 | 132.3 | 9.8 | 4.0 | 161.8 |
| 25-29 | 0 | 0 | 19.5 | 0 | 117.3 | 9.0 | 8.0 | 153.8 |
| 30-35 | 0 | 0 | 9.2 | 0 | 40.8 | 0 | 2.0 | 52.0 |
| 35+ | 0 | 0 | 14.5 | 1.0 | 43.8 | 1.0 | 1.0 | 61.3 |
| TOTAL | 1.9 | 0 | 124.5 | 2.0 | 727.1 | 52.0 | 47.0 | 954.5 |

STATE TOTAL OTHER ADMINISTRATION

|  | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 2.0 | 42.7 | .3 | 29.1 | 0 | 4.0 | 78.0 |
| 5-9 | 0 | 0 | 112.4 | 0 | 95.2 | 4.1 | 5.4 | 217.1 |
| 10-14 | 1.0 | 0 | 79.2 | 0 | 103.8 | 3.0 | 4.0 | 191.0 |
| 15-19 | 0 | 0 | 95.7 | 0 | 112.7 | 9.0 | 17.0 | 234.4 |
| 20-24 | 0 | 0 | 56.9 | .3 | 82.3 | 5.9 | 3.1 | 148.4 |
| 25-29 | 1.0 | 0 | 39.6 | 0 | 73.3 | 2.0 | 7.0 | 122.8 |
| 30-35 | 1.0 | 0 | 22.5 | 0 | 32.0 | 0 | 3.0 | 58.5 |
| 35+ | 0 | 0 | 23.1 | 1.0 | 35.2 | 0 | 3.0 | 62.3 |
| TOTAL | 3.0 | 2.0 | 472.0 | 1.5 | 563.6 | 24.0 | 46.4 | 1112.5 |

STATE TOTAL TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 2.0 | 48.4 | 1.3 | 70.0 | 4.0 | 16.0 | 141.7 |
| 5-9 | 1.9 | 0 | 172.6 | 0 | 299.4 | 19.6 | 30.7 | 524.1 |
| 10-14 | 3.0 | 0 | 132.5 | 1.0 | 382.7 | 29.5 | 30.0 | 578.7 |
| 15-19 | 2.0 | .0 | 164.1 | 0 | 438.8 | 36.3 | 50.0 | 691.2 |
| 20-24 | 1.5 | 1.0 | 119.4 | .3 | 357.2 | 32.8 | 25.0 | 537.2 |
| 25-29 | 1.0 | 0 | 109.9 | 0 | 351.1 | 26.0 | 31.0 | 519.0 |
| 30-35 | 2.0 | 0 | 52.8 | 1.0 | 159.0 | 6.8 | 13.0 | 234.6 |
| 35+ | 1.5 | 1.2 | 89.0 | 3.5 | 179.6 | 7.0 | 7.0 | 288.8 |
| TOTAL | 12.9 | 4.2 | 888.7 | 7.0 | 2237.9 | 162.0 | 202.7 | 3515.4 |

STATE TOTAL ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 23.0 | 6.9 | 2977.4 | 2.0 | 44.6 | 2.0 | 0 | 3059.9 |
| 5-9 | 47.6 | 31.8 | 4646.5 | 3.0 | 280.5 | 1.0 | .5 | 5010.9 |
| 10-14 | 23.8 | 28.5 | 1998.1 | 3.0 | 282.5 | 3.3 | 3.0 | 2342.2 |
| 15-19 | 45.7 | 48.5 | 1336.0 | 2.0 | 189.4 | 1.0 | 1.0 | 1623.6 |
| 20-24 | 62.5 | 53.0 | 967.5 | 1.0 | 102.3 | 1.0 | 0 | 1187.3 |
| 25-29 | 47.0 | 73.5 | 721.6 | 2.0 | 79.7 | 1.0 | 0 | 924.7 |
| 30-35 | 32.0 | 43.0 | 409.3 | 2.0 | 52.2 | .2 | 0 | 538.7 |
| 35+ | 28.5 | 49.8 | 424.1 | 1.5 | 47.5 | 1.0 | 0 | 552.4 |
| TOTAL | 310.1 | 335.0 | 13480.4 | 16.5 | 1082.6 | 10.5 | 4.5 | 15239.7 |

451

STATE TOTAL SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 103.6 | 1.5 | 4420.2 | .7 | 292.6 | 0 | 1.3 | 4819.9 |
| 5-9 | 18.3 | 2.0 | 5715.6 | 5.2 | 995.3 | 4.8 | 6.5 | 6747.8 |
| 10-14 | 3.6 | 1.0 | 2599.5 | 2.0 | 1036.0 | 3.7 | 3.4 | 3649.3 |
| 15-19 | 3.4 | .2 | 1729.0 | 4.0 | 1067.8 | 4.9 | 4.8 | 2814.2 |
| 20-24 | 5.0 | 0 | 941.6 | 6.3 | 606.5 | 3.2 | 3.0 | 1565.6 |
| 25-29 | 0 | 1.0 | 719.2 | 4.0 | 425.7 | 4.0 | 4.0 | 1157.8 |
| 30-35 | 0 | 0 | 252.7 | 1.0 | 135.5 | 2.0 | 2.0 | 393.2 |
| 35+ | 3.0 | 1.0 | 207.9 | 1.5 | 125.0 | 0 | 2.0 | 340.4 |
| TOTAL | 137.0 | 6.7 | 16585.7 | 24.8 | 4684.4 | 22.7 | 27.0 | 21488.3 |

STATE TOTAL　　OTHER INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 37.6 | 10.5 | 1868.2 | 1.5 | 293.5 | 7.4 | 4.0 | 2222.7 |
| 5-9 | 31.1 | 11.0 | 1833.1 | 1.0 | 582.5 | 17.6 | 12.3 | 2488.7 |
| 10-14 | 10.2 | 7.5 | 757.8 | 3.0 | 371.2 | 11.0 | 7.0 | 1167.6 |
| 15-19 | 20.7 | 4.0 | 556.1 | 4.6 | 388.9 | 11.8 | 12.2 | 998.3 |
| 20-24 | 18.5 | 3.6 | 328.8 | 4.4 | 299.1 | 11.0 | 3.0 | 668.4 |
| 25-29 | 12.5 | 7.0 | 225.7 | 5.5 | 184.5 | 2.0 | 8.0 | 445.3 |
| 30-35 | 7.0 | 0 | 117.9 | 1.0 | 83.1 | 1.0 | 0 | 210.0 |
| 35+ | 4.1 | 1.0 | 97.2 | 2.0 | 84.2 | 1.0 | 1.0 | 190.6 |
| TOTAL | 141.6 | 44.6 | 5784.8 | 23.0 | 2287.2 | 62.8 | 47.5 | 8391.6 |

STATE TOTAL　　TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 167.8 | 19.9 | 9559.6 | 4.2 | 640.2 | 9.4 | 5.3 | 10406.4 |
| 5-9 | 102.0 | 48.8 | 12585.2 | 9.2 | 1868.4 | 23.4 | 19.3 | 14656.4 |
| 10-14 | 39.1 | 43.0 | 5541.3 | 9.0 | 1696.6 | 18.1 | 13.9 | 7361.0 |
| 15-19 | 77.8 | 57.7 | 3760.3 | 10.6 | 1659.6 | 17.7 | 18.0 | 5601.7 |
| 20-24 | 89.0 | 61.6 | 2332.4 | 11.7 | 1016.5 | 15.2 | 6.0 | 3532.4 |
| 25-29 | 63.0 | 85.5 | 1724.0 | 11.5 | 696.8 | 7.0 | 12.0 | 2599.8 |
| 30-35 | 41.0 | 50.0 | 816.4 | 4.0 | 276.8 | 3.2 | 2.0 | 1193.3 |
| 35+ | 36.6 | 54.3 | 753.2 | 5.0 | 259.3 | 2.0 | 3.0 | 1113.3 |
| TOTAL | 616.3 | 420.8 | 37072.4 | 65.3 | 8114.2 | 96.0 | 79.5 | 46464.4 |

STATE TOTAL　　TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 167.8 | 21.9 | 9608.0 | 5.5 | 710.2 | 13.4 | 21.3 | 10548.1 |
| 5-9 | 103.9 | 48.8 | 12757.8 | 9.2 | 2167.7 | 43.0 | 50.0 | 15180.5 |
| 10-14 | 42.1 | 43.0 | 5673.8 | 10.0 | 2079.4 | 47.6 | 43.9 | 7939.8 |
| 15-19 | 79.8 | 57.7 | 3924.4 | 10.6 | 2098.4 | 54.0 | 68.0 | 6292.9 |
| 20-24 | 90.5 | 62.6 | 2451.8 | 12.0 | 1373.7 | 48.0 | 31.0 | 4069.6 |
| 25-29 | 64.0 | 85.5 | 1833.9 | 11.5 | 1047.9 | 33.0 | 43.0 | 3118.8 |
| 30-35 | 43.0 | 50.0 | 869.2 | 5.0 | 435.8 | 10.0 | 15.0 | 1428.0 |
| 35+ | 38.1 | 55.5 | 842.2 | 8.5 | 438.9 | 9.0 | 10.0 | 1402.1 |
| TOTAL | 629.1 | 425.0 | 37961.1 | 72.4 | 10352.1 | 258.0 | 282.1 | 49979.8 |

# TABLE 5

ENROLL CHANGE 1 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 0 | 2.0 |
| 5-9 | 0 | 0 | 0 | 0 | 4.0 | 0 | 3.0 | 7.0 |
| 10-14 | 0 | 0 | 0 | 0 | 1.0 | 1.0 | 0 | 2.0 |
| 15-19 | 0 | 0 | 0 | 0 | 3.0 | 0 | 1.0 | 4.0 |
| 20-24 | 0 | 1.0 | 1.0 | 0 | 8.0 | 2.0 | 2.0 | 14.0 |
| 25-29 | 0 | 0 | 3.0 | 0 | 10.0 | 1.0 | 1.0 | 15.0 |
| 30-35 | 0 | 0 | 1.0 | 0 | 4.0 | 0 | 1.0 | 6.0 |
| 35+ | 0 | 0 | 1.0 | 0 | 5.0 | 2.0 | 0 | 8.0 |
| TOTAL | 0 | 1.0 | 7.0 | 0 | 36.0 | 6.0 | 8.0 | 58.0 |

ENROLL CHANGE 1 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 9.3 | 0 | 13.6 | 0 | 1.0 | 23.9 |
| 5-9 | 1.0 | 0 | 33.6 | 0 | 46.6 | 2.0 | 7.0 | 90.1 |
| 10-14 | 0 | 0 | 25.2 | 1.0 | 77.4 | 9.7 | 5.0 | 118.3 |
| 15-19 | 0 | 0 | 33.5 | 0 | 72.5 | 4.0 | 5.0 | 115.0 |
| 20-24 | 0 | 1.0 | 18.6 | 0 | 50.6 | 7.0 | 3.0 | 80.2 |
| 25-29 | 0 | 0 | 11.2 | 0 | 34.4 | 4.0 | 2.0 | 51.5 |
| 30-35 | 0 | 0 | 10.3 | 0 | 16.1 | 0 | 1.0 | 27.4 |
| 35+ | 0 | 0 | 13.4 | 0 | 17.2 | 2.0 | 0 | 32.6 |
| TOTAL | 1.0 | 1.0 | 155.1 | 1.0 | 328.3 | 28.7 | 24.0 | 539.0 |

453

ENROLL CHANGE 1 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 2.0 | 1.0 | 864.5 | 1.0 | 11.5 | 1.0 | 0 | 881.0 |
| 5-9 | 13.3 | 9.0 | 971.7 | 1.0 | 27.0 | 0 | 0 | 1021.9 |
| 10-14 | 1.0 | 9.0 | 375.0 | 0 | 27.8 | .3 | 0 | 413.1 |
| 15-19 | 4.0 | 9.0 | 179.2 | 0 | 12.2 | 0 | 0 | 204.4 |
| 20-24 | 9.0 | 5.5 | 95.5 | 0 | 7.0 | 0 | 0 | 117.0 |
| 25-29 | 9.0 | 14.0 | 81.0 | 1.0 | 3.0 | 0 | 0 | 108.0 |
| 30-35 | 4.0 | 6.0 | 44.0 | 1.0 | 5.2 | 0 | 0 | 60.2 |
| 35+ | 6.0 | 7.0 | 39.2 | 0 | 4.0 | 0 | 0 | 56.2 |
| TOTAL | 48.2 | 60.5 | 2650.1 | 4.0 | 97.7 | 1.3 | 0 | 2861.9 |

ENROLL CHANGE 1 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 6.8 | 0 | 1037.3 | 0 | 81.3 | 0 | .3 | 1125.7 |
| 5-9 | 1.6 | 0 | 1127.0 | 1.0 | 173.8 | 1.0 | .5 | 1304.9 |
| 10-14 | 0 | 0 | 388.8 | 0 | 154.0 | 2.0 | 0 | 544.8 |
| 15-19 | 0 | 0 | 251.2 | 1.0 | 123.0 | 1.0 | 0 | 376.2 |
| 20-24 | 0 | 0 | 122.3 | 1.0 | 41.4 | 0 | 0 | 164.7 |
| 25-29 | 0 | 0 | 82.4 | 0 | 25.5 | 0 | 0 | 107.9 |
| 30-35 | 0 | 0 | 27.6 | 0 | 9.7 | 0 | 0 | 37.3 |
| 35+ | 1.0 | 0 | 23.6 | 0 | 12.7 | 0 | 0 | 37.3 |
| TOTAL | 9.4 | 0 | 3060.3 | 3.0 | 621.3 | 4.0 | .8 | 3698.8 |

ENROLL CHANGE 1 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 16.0 | 3.0 | 2424.2 | 1.0 | 166.9 | 3.4 | 1.3 | 2615.8 |
| 5-9 | 20.5 | 15.0 | 2532.4 | 2.0 | 288.6 | 4.0 | 1.0 | 2863.6 |
| 10-14 | 2.0 | 11.5 | 939.1 | 1.0 | 239.6 | 2.3 | 1.0 | 1196.5 |
| 15-19 | 9.0 | 11.0 | 536.9 | 2.0 | 180.0 | 1.0 | 0 | 739.9 |
| 20-24 | 11.0 | 7.5 | 268.4 | 1.0 | 73.4 | 0 | 0 | 361.3 |
| 25-29 | 9.0 | 16.0 | 195.2 | 1.0 | 42.6 | 0 | 0 | 263.8 |
| 30-35 | 5.0 | 9.0 | 93.6 | 1.0 | 22.9 | 0 | 0 | 131.5 |
| 35+ | 8.0 | 7.0 | 68.2 | 0 | 25.8 | 0 | 0 | 109.0 |
| TOTAL | 80.5 | 80.0 | 7058.0 | 9.0 | 1039.9 | 10.7 | 3.3 | 8281.4 |

ENROLL CHANGE 1 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 16.0 | 3.0 | 2433.5 | 1.0 | 180.5 | 3.4 | 2.3 | 2639.6 |
| 5-9 | 21.5 | 15.0 | 2566.0 | 2.0 | 335.2 | 6.0 | 8.0 | 2953.7 |
| 10-14 | 2.0 | 11.5 | 964.3 | 2.0 | 317.0 | 12.0 | 6.0 | 1314.8 |
| 15-19 | 9.0 | 11.0 | 570.4 | 2.0 | 252.5 | 5.0 | 5.0 | 854.9 |
| 20-24 | 11.0 | 8.5 | 287.0 | 1.0 | 124.0 | 7.0 | 3.0 | 441.5 |
| 25-29 | 9.0 | 16.0 | 206.4 | 1.0 | 77.0 | 4.0 | 2.0 | 315.4 |
| 30-35 | 5.0 | 9.0 | 104.0 | 1.0 | 39.0 | 0 | 1.0 | 159.0 |
| 35+ | 8.0 | 7.0 | 81.6 | 0 | 43.0 | 2.0 | 0 | 141.5 |
| TOTAL | 81.5 | 81.0 | 7213.1 | 10.0 | 1368.2 | 39.4 | 27.3 | 8820.4 |

ENROLL CHANGE 2 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 1.0 |
| 10-14 | 0 | 0 | 1.0 | 0 | 1.0 | 1.0 | 1.0 | 4.0 |
| 15-19 | 0 | 0 | 0 | 0 | 5.0 | 0 | 0 | 5.0 |
| 20-24 | 0 | 0 | 0 | 0 | 2.0 | 0 | 2.0 | 4.0 |
| 25-29 | 0 | 0 | 0 | 0 | 5.0 | 1.0 | 1.0 | 7.0 |
| 30-35 | 0 | 0 | 0 | 0 | 2.8 | 0 | 2.0 | 4.8 |
| 35+ | 0 | 0 | 2.0 | 0 | 4.0 | 0 | 0 | 6.0 |
| TOTAL | 0 | 0 | 3.0 | 0 | 20.8 | 2.0 | 6.0 | 31.8 |

ENROLL CHANGE 2 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 5.4 | 0 | 5.0 | 0 | 3.0 | 13.4 |
| 5-9 | 0 | 0 | 16.8 | 0 | 29.7 | 2.0 | 2.0 | 50.5 |
| 10-14 | 0 | 0 | 15.4 | 0 | 30.0 | 3.0 | 3.0 | 51.4 |
| 15-19 | 0 | 0 | 13.3 | 0 | 46.3 | 2.2 | 1.0 | 62.7 |
| 20-24 | 0 | 0 | 13.4 | 0 | 32.7 | 2.0 | 2.0 | 50.1 |
| 25-29 | 0 | 0 | 7.0 | 0 | 32.4 | 2.0 | 3.0 | 44.4 |
| 30-35 | 0 | 0 | 2.0 | 0 | 12.8 | 1.0 | 3.0 | 18.8 |
| 35+ | 0 | 0 | 8.2 | 0 | 13.2 | 0 | 0 | 21.4 |
| TOTAL | 0 | 0 | 81.5 | 0 | 202.2 | 12.2 | 17.0 | 312.9 |

ENROLL CHANGE 2 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 5.0 | .4 | 352.5 | 0 | 4.0 | 0 | 0 | 361.9 |
| 5-9 | 3.3 | 0 | 516.1 | 0 | 41.8 | 0 | 0 | 561.2 |
| 10-14 | .3 | 2.0 | 170.4 | 0 | 34.5 | 1.0 | 0 | 208.2 |
| 15-19 | 2.4 | 4.0 | 104.7 | 0 | 19.5 | 0 | 0 | 130.6 |
| 20-24 | 4.0 | 4.5 | 52.3 | 0 | 7.0 | 0 | 0 | 67.9 |
| 25-29 | 0 | 10.0 | 63.0 | 0 | 10.0 | 0 | 0 | 83.0 |
| 30-35 | 2.0 | 5.0 | 40.0 | 0 | 2.0 | 0 | 0 | 49.0 |
| 35+ | 1.0 | 5.0 | 26.5 | 1.0 | 6.0 | 0 | 0 | 39.5 |
| TOTAL | 18.1 | 30.9 | 1325.5 | 1.0 | 124.8 | 1.0 | 0 | 1501.3 |

### ENROLL CHANGE 2 SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 14.5 | 0 | 414.6 | 0 | 31.2 | 0 | 0 | 460.3 |
| 5-9 | 1.0 | 0 | 596.6 | 1.0 | 144.3 | 0 | 1.0 | 743.9 |
| 10-14 | 0 | 0 | 252.3 | 0 | 152.4 | 0 | 0 | 404.7 |
| 15-19 | 0 | 0 | 126.6 | 0 | 104.8 | 1.8 | 2.0 | 235.2 |
| 20-24 | 1.0 | 0 | 57.2 | 0 | 44.5 | 0 | 1.0 | 103.7 |
| 25-29 | 0 | 0 | 57.2 | 0 | 23.4 | 1.0 | 0 | 81.6 |
| 30-35 | 0 | 0 | 15.5 | 0 | 10.5 | 0 | 0 | 26.0 |
| 35+ | 0 | 0 | 8.4 | 0 | 7.3 | 0 | 0 | 15.7 |
| TOTAL | 16.5 | 0 | 1528.5 | 1.0 | 518.4 | 2.8 | 4.0 | 2071.2 |

### ENROLL CHANGE 2 TOTAL INSTRUCTIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 22.5 | .4 | 989.8 | 0 | 65.3 | 0 | 1.0 | 1079.0 |
| 5-9 | 6.9 | 2.0 | 1329.0 | 1.0 | 256.9 | 1.0 | 2.0 | 1598.8 |
| 10-14 | 1.3 | 3.0 | 507.0 | 0 | 217.9 | 3.0 | 1.0 | 733.3 |
| 15-19 | 4.4 | 4.0 | 282.0 | 0 | 159.2 | 5.8 | 4.0 | 459.3 |
| 20-24 | 7.5 | 4.5 | 136.7 | 0 | 72.5 | 0 | 2.0 | 223.2 |
| 25-29 | 1.0 | 10.0 | 139.9 | 0 | 48.8 | 1.0 | 1.0 | 201.6 |
| 30-35 | 2.0 | 5.0 | 68.0 | 0 | 19.2 | 0 | 0 | 94.2 |
| 35+ | 1.0 | 6.0 | 41.4 | 1.0 | 18.8 | 0 | 0 | 68.2 |
| TOTAL | 46.7 | 34.9 | 3493.8 | 2.0 | 858.5 | 10.8 | 11.0 | 4457.8 |

### ENROLL CHANGE 2 TOTAL PROFESSIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 22.5 | .4 | 995.2 | 0 | 70.3 | 0 | 4.0 | 1092.4 |
| 5-9 | 6.9 | 2.0 | 1345.8 | 1.0 | 286.6 | 3.0 | 4.0 | 1649.4 |
| 10-14 | 1.3 | 3.0 | 522.4 | 0 | 247.9 | 6.0 | 4.0 | 784.7 |
| 15-19 | 4.4 | 4.0 | 295.2 | 0 | 205.4 | 8.0 | 5.0 | 522.1 |
| 20-24 | 7.5 | 4.5 | 150.1 | 0 | 105.2 | 2.0 | 4.0 | 273.3 |
| 25-29 | 1.0 | 10.0 | 146.9 | 0 | 81.2 | 3.0 | 4.0 | 246.1 |
| 30-35 | 2.0 | 5.0 | 70.0 | 0 | 32.0 | 1.0 | 3.0 | 113.0 |
| 35+ | 1.0 | 6.0 | 49.6 | 1.0 | 32.0 | 0 | 0 | 89.6 |
| TOTAL | 46.7 | 34.9 | 3575.3 | 2.0 | 1060.7 | 23.0 | 28.0 | 4770.6 |

ENROLL CHANGE 3 SUPERINTENDENT

|  | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 1.0 | 0 | 0 | 1.0 |
| 5-9 | 0 | 0 | 2.0 | 0 | 12.0 | 1.0 | 3.3 | 18.3 |
| 10-14 | 0 | 0 | 0 | 0 | 7.3 | 1.0 | 2.0 | 10.3 |
| 15-19 | 1.0 | 0 | 4.0 | 0 | 13.0 | 3.0 | 5.0 | 26.0 |
| 20-24 | 0 | 0 | 0 | 0 | 17.0 | 2.0 | 3.0 | 22.0 |
| 25-29 | 0 | 0 | 2.5 | 0 | 22.7 | 0 | 4.0 | 29.2 |
| 30-35 | 0 | 0 | 2.8 | 0 | 14.0 | 2.0 | 1.0 | 19.8 |
| 35+ | 0 | 0 | 7.8 | 0 | 19.5 | 1.0 | 0 | 28.3 |
| TOTAL | 1.0 | 0 | 19.1 | 0 | 106.5 | 10.0 | 18.3 | 154.9 |

ENROLL CHANGE 3 TOTAL ADMINISTRATION

|  | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 11.7 | .3 | 23.3 | 2.0 | 3.0 | 40.3 |
| 5-9 | 0 | 0 | 40.7 | 0 | 89.6 | 4.0 | 8.7 | 143.0 |
| 10-14 | 1.0 | 0 | 34.8 | .0 | 107.8 | 5.0 | 5.0 | 153.6 |
| 15-19 | 1.0 | .0 | 48.9 | 0 | 131.6 | 7.7 | 13.0 | 202.2 |
| 20-24 | 1.0 | 0 | 32.4 | .3 | 94.5 | 5.8 | 7.0 | 140.9 |
| 25-29 | 0 | 0 | 34.0 | 0 | 87.7 | 6.0 | 8.0 | 135.9 |
| 30-35 | 1.0 | 0 | 14.8 | 1.0 | 43.6 | 2.8 | 4.0 | 67.2 |
| 35+ | 0 | .0 | 30.9 | 1.5 | 57.8 | 3.0 | 1.0 | 94.2 |
| TOTAL | 4.0 | .1 | 248.3 | 3.0 | 635.8 | 36.3 | 49.7 | 977.2 |

ENROLL CHANGE 3 ELEM. CLASSROOM TEACHER

|  | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 7.0 | 5.5 | 902.9 | 0 | 17.5 | 0 | 0 | 932.9 |
| 5-9 | 12.5 | 11.5 | 1277.5 | 0 | 94.0 | 0 | 0 | 1395.4 |
| 10-14 | 11.0 | 5.0 | 540.8 | 1.0 | 98.3 | 0 | 1.0 | 657.1 |
| 15-19 | 19.0 | 17.0 | 388.1 | 1.0 | 51.5 | 0 | 0 | 476.6 |
| 20-24 | 31.5 | 21.0 | 325.5 | 0 | 20.0 | 1.0 | 0 | 399.0 |
| 25-29 | 17.0 | 21.5 | 256.7 | 0 | 22.1 | 1.0 | 0 | 318.3 |
| 30-35 | 10.0 | 17.0 | 140.5 | 0 | 14.0 | .2 | 0 | 181.7 |
| 35+ | 14.0 | 18.0 | 146.6 | .5 | 12.0 | 0 | 0 | 191.1 |
| TOTAL | 122.0 | 116.4 | 3978.5 | 2.5 | 329.4 | 2.2 | 1.0 | 4552.0 |

ENROLL CHANGE 4 SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 1.0 |
| 5-9 | 0 | 0 | 0 | 0 | 4.5 | .5 | 1.0 | 6.0 |
| 10-14 | 0 | 0 | 0 | 0 | 3.0 | 0 | 1.0 | 4.0 |
| 15-19 | 0 | 0 | 0 | 0 | 9.8 | 2.0 | 1.0 | 12.8 |
| 20-24 | 0 | 0 | 0 | 0 | 6.0 | 0 | 2.0 | 8.0 |
| 25-29 | 0 | 0 | 2.0 | 0 | 15.1 | 1.0 | 1.0 | 19.1 |
| 30-35 | 0 | 0 | 3.0 | 0 | 7.5 | 0 | 0 | 10.5 |
| 35+ | 0 | 0 | .9 | 0 | 8.9 | 1.0 | 0 | 10.7 |
| TOTAL | 0 | 0 | 5.9 | 0 | 54.8 | 4.5 | 7.0 | 72.2 |

ENROLL CHANGE 4 TOTAL ADMINISTRATION

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 1.0 | 11.8 | 1.0 | 16.3 | 0 | 5.0 | 35.2 |
| 5-9 | 0 | 0 | 51.8 | 0 | 81.3 | 5.0 | 7.0 | 145.1 |
| 10-14 | 1.0 | 0 | 34.2 | 0 | 87.6 | 6.9 | 11.0 | 140.7 |
| 15-19 | 1.0 | 0 | 33.5 | 0 | 90.2 | 12.0 | 16.0 | 152.7 |
| 20-24 | .5 | 0 | 27.4 | 0 | 86.0 | 12.0 | 6.0 | 131.9 |
| 25-29 | 0 | 0 | 21.4 | 0 | 95.4 | 5.0 | 11.0 | 132.9 |
| 30-35 | 0 | 0 | 13.1 | 0 | 37.8 | 2.0 | 1.0 | 53.9 |
| 35+ | 1.5 | 0 | 10.5 | 1.0 | 37.5 | 2.0 | 2.0 | 54.5 |
| TOTAL | 4.0 | 1.0 | 203.7 | 2.0 | 532.2 | 44.9 | 59.0 | 846.8 |

ENROLL CHANGE 4 ELEM. CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 5.0 | 0 | 457.0 | 1.0 | 7.0 | 1.0 | 0 | 471.0 |
| 5-9 | 8.5 | 4.5 | 916.6 | 1.0 | 64.0 | 0 | 0 | 994.6 |
| 10-14 | 4.5 | 3.5 | 399.7 | 2.0 | 69.5 | 1.0 | 1.0 | 481.2 |
| 15-19 | 4.5 | 8.0 | 299.0 | 1.0 | 59.0 | 0 | 1.0 | 372.5 |
| 20-24 | 9.0 | 8.5 | 214.0 | 1.0 | 40.3 | 0 | 0 | 272.8 |
| 25-29 | 10.0 | 11.0 | 148.6 | 1.0 | 31.0 | 0 | 0 | 201.6 |
| 30-35 | 10.0 | 6.0 | 86.8 | 1.0 | 18.0 | 0 | 0 | 121.8 |
| 35+ | 2.5 | 10.0 | 101.5 | 0 | 12.5 | 0 | 0 | 126.5 |
| TOTAL | 54.0 | 51.5 | 2623.2 | 8.0 | 301.3 | 2.0 | 2.0 | 3042.0 |

### ENROLL CHANGE 4 SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 31.5 | 1.0 | 835.4 | 0 | 57.8 | 0 | 0 | 925.7 |
| 5-9 | 5.4 | 0 | 1130.4 | 3.0 | 210.0 | 1.0 | 2.0 | 1351.8 |
| 10-14 | 1.0 | 0 | 521.5 | 2.0 | 195.2 | .7 | 1.4 | 721.8 |
| 15-19 | 1.0 | .2 | 353.6 | 2.0 | 243.2 | .2 | .4 | 600.7 |
| 20-24 | 0 | 0 | 203.5 | 1.0 | 155.7 | 1.0 | 0 | 361.2 |
| 25-29 | 0 | 0 | 149.3 | 1.0 | 127.8 | 1.0 | 1.0 | 280.1 |
| 30-35 | 0 | 0 | 56.8 | 0 | 42.5 | 1.0 | 1.0 | 101.3 |
| 35+ | 0 | 1.0 | 53.9 | 0 | 31.9 | 0 | 1.0 | 87.8 |
| TOTAL | 38.8 | 2.2 | 3304.5 | 9.1 | 1064.1 | 4.9 | 6.8 | 4430.5 |

### ENROLL CHANGE 4 TOTAL INSTRUCTIONAL STAFF

| YEARS EXPERIENCE | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 42.2 | 3.0 | 1673.8 | 2.0 | 123.0 | 4.0 | 0 | 1848.1 |
| 5-9 | 19.9 | 6.5 | 2523.2 | 5.0 | 437.7 | 5.0 | 6.0 | 3003.4 |
| 10-14 | 5.5 | 5.5 | 1120.8 | 5.0 | 357.9 | 3.7 | 4.9 | 1503.3 |
| 15-19 | 8.5 | 10.2 | 815.0 | 4.6 | 406.6 | 5.0 | 5.0 | 1255.0 |
| 20-24 | 11.5 | 9.5 | 514.6 | 4.0 | 290.4 | 2.0 | 0 | 832.0 |
| 25-29 | 12.0 | 15.0 | 373.3 | 4.5 | 215.9 | 1.0 | 3.0 | 624.7 |
| 30-35 | 11.0 | 8.0 | 172.4 | 2.0 | 81.4 | 1.0 | 1.0 | 276.9 |
| 35+ | 2.5 | 12.0 | 189.7 | 0 | 72.0 | 0 | 1.0 | 277.2 |
| TOTAL | 113.1 | 69.7 | 7383.0 | 27.2 | 1984.9 | 21.7 | 20.9 | 9620.5 |

### ENROLL CHANGE 4 TOTAL PROFESSIONAL STAFF

| YEARS EXPERIENCE | TRAINING |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 42.2 | 4.0 | 1685.7 | 3.0 | 139.3 | 4.0 | 5.0 | 1883.3 |
| 5-9 | 19.9 | 6.5 | 2575.0 | 5.0 | 519.0 | 10.0 | 13.0 | 3148.5 |
| 10-14 | 6.5 | 5.5 | 1155.1 | 5.0 | 445.5 | 10.6 | 15.9 | 1644.1 |
| 15-19 | 9.5 | 10.2 | 848.5 | 4.6 | 496.8 | 17.0 | 21.0 | 1407.6 |
| 20-24 | 12.0 | 9.5 | 542.0 | 4.0 | 376.5 | 14.0 | 6.0 | 963.9 |
| 25-29 | 12.0 | 15.0 | 394.7 | 4.5 | 311.3 | 6.0 | 14.0 | 757.5 |
| 30-35 | 11.0 | 8.0 | 185.5 | 2.0 | 119.2 | 3.0 | 2.0 | 330.8 |
| 35+ | 4.0 | 12.0 | 200.2 | 1.0 | 109.5 | 2.0 | 3.0 | 331.6 |
| TOTAL | 117.1 | 70.7 | 7586.7 | 29.2 | 2517.1 | 66.6 | 79.9 | 10467.4 |

ENROLL CHANGE 5 SUPERINTENDENT

| | ---- | ---- | TRAINING | ---- | ---- | ---- | ---- | ---- |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 1.0 | 1.0 | 3.0 | 5.0 |
| 5-9 | 0 | 0 | 1.0 | 0 | 4.8 | 1.0 | 0 | 6.8 |
| 10-14 | 0 | 0 | 0 | 0 | 7.0 | 0 | 1.0 | 8.0 |
| 15-19 | 0 | 0 | 0 | 0 | 6.0 | 0 | 3.7 | 9.7 |
| 20-24 | 0 | 0 | 1.0 | 0 | 13.2 | 1.0 | 1.0 | 16.2 |
| 25-29 | 0 | 0 | 1.4 | 0 | 9.0 | 2.0 | 0 | 12.4 |
| 30-35 | 0 | 0 | 1.0 | 0 | 15.0 | 0 | 1.0 | 17.0 |
| 35+ | 0 | 0 | 5.0 | 0 | 13.7 | 0 | 1.0 | 19.7 |
| TOTAL | 0 | 0 | 9.4 | 0 | 69.7 | 5.0 | 10.7 | 94.8 |

ENROLL CHANGE 5 TOTAL ADMINISTRATION

| | ---- | ---- | TRAINING | ---- | ---- | ---- | ---- | ---- |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 1.0 | 10.1 | 0 | 11.8 | 2.0 | 4.0 | 28.9 |
| 5-9 | .9 | 0 | 29.7 | 0 | 52.2 | 6.6 | 6.0 | 95.4 |
| 10-14 | 1.0 | 0 | 22.8 | 0 | 79.9 | 5.0 | 6.0 | 114.7 |
| 15-19 | 0 | 0 | 35.0 | 0 | 98.3 | 10.4 | 15.0 | 158.7 |
| 20-24 | 0 | 0 | 27.7 | 0 | 93.4 | 6.0 | 7.0 | 134.0 |
| 25-29 | 1.0 | 0 | 36.2 | 0 | 101.1 | 9.0 | 7.0 | 154.3 |
| 30-35 | 1.0 | 0 | 12.6 | 0 | 48.7 | 1.0 | 4.0 | 67.3 |
| 35+ | 0 | 1.2 | 26.0 | 1.0 | 54.0 | 0 | 4.0 | 86.2 |
| TOTAL | 3.9 | 2.2 | 200.1 | 1.0 | 539.4 | 40.0 | 53.0 | 839.6 |

ENROLL CHANGE 5 ELEM. CLASSROOM TEACHER

| | ---- | ---- | TRAINING | ---- | ---- | ---- | ---- | ---- |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 4.0 | 0 | 400.4 | 0 | 8.6 | 0 | 0 | 413.0 |
| 5-9 | 10.0 | 6.8 | 964.6 | 1.0 | 53.7 | 1.0 | .5 | 1037.6 |
| 10-14 | 7.0 | 9.0 | 512.3 | 0 | 52.3 | 1.0 | 1.0 | 582.6 |
| 15-19 | 15.8 | 10.5 | 365.0 | 0 | 47.2 | 1.0 | 0 | 439.5 |
| 20-24 | 9.0 | 13.5 | 280.3 | 0 | 28.0 | 0 | 0 | 330.8 |
| 25-29 | 11.0 | 17.0 | 172.3 | 0 | 13.5 | 0 | 0 | 213.8 |
| 30-35 | 6.0 | 9.0 | 98.0 | 0 | 13.0 | 0 | 0 | 126.0 |
| 35+ | 5.0 | 9.8 | 110.3 | 0 | 13.0 | 1.0 | 0 | 139.1 |
| TOTAL | 67.8 | 75.7 | 2903.1 | 1.0 | 229.4 | 4.0 | 1.5 | 3282.5 |

ENROLL CHANGE 5 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 18.4 | .5 | 711.0 | 0 | 55.5 | 0 | 1.0 | 786.4 |
| 5-9 | 3.3 | 1.0 | 1171.2 | 0 | 213.4 | 1.8 | 2.0 | 1392.7 |
| 10-14 | .6 | 1.0 | 624.5 | 0 | 207.6 | 1.0 | 2.0 | 836.8 |
| 15-19 | 1.0 | 0 | 461.8 | 0 | 275.1 | 1.6 | 2.4 | 741.9 |
| 20-24 | 1.0 | 0 | 285.9 | 0 | 172.2 | 0 | 2.0 | 461.1 |
| 25-29 | 0 | 1.0 | 212.9 | 2.0 | 133.0 | 1.0 | 2.0 | 351.9 |
| 30-35 | 0 | 0 | 64.8 | 0 | 39.9 | 0 | 0 | 104.7 |
| 35+ | 0 | 0 | 53.5 | 0 | 37.1 | 0 | 1.0 | 91.6 |
| TOTAL | 24.3 | 3.5 | 3585.7 | 2.0 | 1133.8 | 5.4 | 12.4 | 4767.0 |

ENROLL CHANGE 5 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 35.9 | 3.0 | 1489.9 | 0 | 124.6 | 1.0 | 2.0 | 1656.4 |
| 5-9 | 20.7 | 9.3 | 2591.1 | 1.0 | 392.3 | 6.4 | 6.4 | 3027.3 |
| 10-14 | 13.1 | 13.0 | 1384.3 | 1.0 | 346.6 | 6.0 | 4.0 | 1768.1 |
| 15-19 | 24.5 | 12.0 | 1010.3 | 1.0 | 428.6 | 3.6 | 9.0 | 1489.0 |
| 20-24 | 17.0 | 15.1 | 681.3 | 1.0 | 277.5 | 5.0 | 4.0 | 1000.9 |
| 25-29 | 19.0 | 21.0 | 460.4 | 3.0 | 198.4 | 2.0 | 5.0 | 708.8 |
| 30-35 | 9.0 | 9.0 | 197.3 | 0 | 81.2 | 1.0 | 0 | 297.5 |
| 35+ | 6.0 | 10.8 | 208.6 | 1.0 | 73.4 | 2.0 | 2.0 | 303.8 |
| TOTAL | 145.2 | 93.3 | 8023.4 | 8.0 | 1922.6 | 27.0 | 32.4 | 10251.8 |

ENROLL CHANGE 5 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 35.9 | 4.0 | 1500.1 | 0 | 136.4 | 3.0 | 6.0 | 1685.4 |
| 5-9 | 21.6 | 9.3 | 2620.8 | 1.0 | 444.5 | 13.0 | 12.4 | 3122.7 |
| 10-14 | 14.1 | 13.0 | 1407.1 | 1.0 | 426.5 | 11.0 | 10.0 | 1882.8 |
| 15-19 | 24.5 | 12.0 | 1045.3 | 1.0 | 526.9 | 14.0 | 24.0 | 1647.7 |
| 20-24 | 17.0 | 15.1 | 708.9 | 1.0 | 370.9 | 11.0 | 11.0 | 1134.9 |
| 25-29 | 20.0 | 21.0 | 496.7 | 3.0 | 299.5 | 11.0 | 12.0 | 863.2 |
| 30-35 | 10.0 | 9.0 | 209.9 | 0 | 129.9 | 2.0 | 4.0 | 364.8 |
| 35+ | 6.0 | 12.0 | 234.6 | 2.0 | 127.4 | 2.0 | 6.0 | 390.0 |
| TOTAL | 149.1 | 95.4 | 8223.5 | 9.0 | 2462.0 | 67.0 | 85.4 | 11091.4 |

# TABLE 6

DISTRICT SIZE 1 SUPERINTENDENT

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 0 | 0 | 1.0 | 0 | 1.0 | 2.0 |
| 5-9 | 0 | 0 | 0 | 0 | 2.3 | 0 | 0 | 2.3 |
| 10-14 | 0 | 0 | 0 | 0 | 4.5 | 0 | 0 | 4.5 |
| 15-19 | 0 | 0 | 0 | 0 | 2.0 | 0 | .7 | 2.7 |
| 20-24 | 0 | 0 | 0 | 0 | 3.2 | 1.0 | 0 | 4.2 |
| 25-29 | 0 | 0 | 1.9 | 0 | 5.8 | 0 | 0 | 7.7 |
| 30-35 | 0 | 0 | 0 | 0 | 2.8 | 0 | 1.0 | 3.8 |
| 35+ | 0 | 0 | 2.7 | 0 | 6.2 | 0 | 0 | 8.8 |
| TOTAL | 0 | 0 | 4.6 | 0 | 27.8 | 1.0 | 2.7 | 36.0 |

DISTRICT SIZE 1 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 0 | 0 | 1.0 | 0 | 3.5 | 0 | 1.0 | 5.5 |
| 5-9 | .9 | 0 | 2.8 | 0 | 12.5 | 1.0 | 0 | 17.2 |
| 10-14 | 0 | 0 | 2.6 | 0 | 11.2 | 0 | 1.0 | 14.7 |
| 15-19 | 0 | 0 | 6.5 | 0 | 6.7 | .7 | 1.0 | 14.9 |
| 20-24 | .5 | 0 | 1.0 | 0 | 5.9 | 1.0 | 0 | 8.4 |
| 25-29 | 0 | 0 | 3.1 | 0 | 6.4 | 0 | 0 | 9.6 |
| 30-35 | 0 | 0 | 0 | 0 | 4.7 | 0 | 1.0 | 5.7 |
| 35+ | 0 | .2 | 6.3 | 0 | 7.5 | 0 | 0 | 14.0 |
| TOTAL | 1.4 | .2 | 23.3 | 0 | 58.5 | 2.7 | 4.0 | 90.0 |

DISTRICT SIZE 1 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 1.0 | 0 | 74.3 | 0 | .5 | 0 | 0 | 75.8 |
| 5-9 | 1.0 | 2.0 | 45.6 | 0 | 3.3 | 0 | 0 | 51.9 |
| 10-14 | 2.5 | 1.0 | 31.4 | 0 | .5 | 0 | 0 | 35.4 |
| 15-19 | .3 | 2.5 | 30.9 | 0 | 1.0 | 0 | 0 | 34.7 |
| 20-24 | 2.5 | 9.0 | 28.0 | 0 | .3 | 0 | 0 | 39.8 |
| 25-29 | 3.0 | 3.0 | 20.0 | 0 | 1.0 | 0 | 0 | 27.0 |
| 30-35 | 1.0 | 1.0 | 6.0 | 0 | 0 | 0 | 0 | 8.0 |
| 35+ | 2.0 | 1.3 | 12.3 | 0 | 1.0 | 0 | 0 | 16.7 |
| TOTAL | 13.3 | 19.8 | 248.5 | 0 | 7.6 | 0 | 0 | 289.3 |

## DISTRICT SIZE 1 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 4.0 | .5 | 169.7 | 0 | 4.3 | 0 | 0 | 178.5 |
| 5-9 | .1 | 0 | 111.0 | 0 | 8.9 | 0 | .5 | 120.6 |
| 10-14 | 0 | 0 | 48.8 | 0 | 3.8 | 0 | 0 | 52.6 |
| 15-19 | 0 | 0 | 32.4 | 0 | 3.0 | .3 | 0 | 35.8 |
| 20-24 | 0 | 0 | 15.1 | 0 | 4.2 | 0 | 0 | 19.3 |
| 25-29 | 0 | 0 | 9.3 | 0 | 2.2 | 0 | 0 | 11.5 |
| 30-35 | 0 | 0 | 4.3 | 0 | .3 | 0 | 0 | 4.7 |
| 35+ | 0 | 0 | 3.2 | 0 | 2.1 | 0 | 0 | 5.2 |
| TOTAL | 4.1 | .5 | 393.9 | 0 | 28.9 | .3 | .5 | 428.3 |

## DISTRICT SIZE 1 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 5.5 | 1.0 | 290.5 | 0 | 6.7 | 0 | 0 | 303.8 |
| 5-9 | 1.1 | 3.0 | 186.8 | 0 | 12.9 | 0 | 1.0 | 204.8 |
| 10-14 | 4.2 | 2.5 | 90.4 | 0 | 5.8 | 0 | 0 | 102.9 |
| 15-19 | 1.0 | 3.0 | 69.4 | 0 | 4.8 | .3 | 0 | 78.5 |
| 20-24 | 3.5 | 9.6 | 50.6 | 0 | 4.5 | 0 | 0 | 68.2 |
| 25-29 | 3.0 | 4.0 | 33.3 | 0 | 3.2 | 0 | 0 | 43.5 |
| 30-35 | 1.0 | 1.0 | 13.0 | 0 | .3 | 0 | 0 | 15.3 |
| 35+ | 2.0 | 1.8 | 18.9 | 0 | 3.6 | 0 | 0 | 26.4 |
| TOTAL | 21.3 | 25.9 | 752.9 | 0 | 42.0 | .3 | 1.0 | 843.4 |

## DISTRICT SIZE 1 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 5.5 | 1.0 | 291.5 | 0 | 10.2 | 0 | 1.0 | 309.3 |
| 5-9 | 2.0 | 3.0 | 189.6 | 0 | 25.4 | 1.0 | 1.0 | 222.0 |
| 10-14 | 4.2 | 2.5 | 92.9 | 0 | 17.0 | 0 | 1.0 | 117.6 |
| 15-19 | 1.0 | 3.0 | 75.9 | 0 | 11.5 | 1.0 | 1.0 | 93.4 |
| 20-24 | 4.0 | 9.6 | 51.6 | 0 | 10.4 | 1.0 | 0 | 76.6 |
| 25-29 | 3.0 | 4.0 | 36.5 | 0 | 9.6 | 0 | 0 | 53.1 |
| 30-35 | 1.0 | 1.0 | 13.0 | 0 | 5.0 | 0 | 1.0 | 21.0 |
| 35+ | 2.0 | 2.0 | 25.2 | 0 | 11.2 | 0 | 0 | 40.4 |
| TOTAL | 22.7 | 26.1 | 776.2 | 0 | 100.5 | 3.0 | 5.0 | 933.4 |

DISTRICT SIZE 2 SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 1.0 | 1.0 | 1.0 | 3.0 |
| 5-9 | 0 | 0 | 1.0 | 0 | 15.0 | 1.5 | .3 | 17.8 |
| 10-14 | 0 | 0 | 1.0 | 0 | 7.8 | 3.0 | 0 | 11.8 |
| 15-19 | 1.0 | 0 | 2.0 | 0 | 15.8 | 3.0 | 2.0 | 23.8 |
| 20-24 | 0 | 0 | 1.0 | 0 | 22.0 | 0 | 0 | 23.0 |
| 25-29 | 0 | 0 | 3.0 | 0 | 18.0 | 2.0 | 0 | 23.0 |
| 30-35 | 0 | 0 | 4.8 | 0 | 23.5 | 0 | 0 | 28.3 |
| 35+ | 0 | 0 | 9.0 | 0 | 17.9 | 0 | 0 | 26.9 |
| TOTAL | 1.0 | 0 | 21.8 | 0 | 121.0 | 10.5 | 3.3 | 157.7 |

DISTRICT SIZE 2 TOTAL ADMINISTRATION

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 4.4 | .3 | 12.5 | 3.0 | 1.0 | 21.2 |
| 5-9 | 0 | 0 | 13.0 | 0 | 57.6 | 4.0 | .7 | 75.3 |
| 10-14 | 2.0 | 0 | 15.7 | 0 | 68.0 | 6.9 | 2.0 | 94.5 |
| 15-19 | 1.0 | .0 | 19.2 | 0 | 43.3 | 3.0 | 2.0 | 68.5 |
| 20-24 | 0 | 0 | 16.1 | 0 | 36.2 | 1.0 | 0 | 55.3 |
| 25-29 | 0 | 0 | 14.9 | 0 | 35.3 | 2.0 | 0 | 52.2 |
| 30-35 | 1.0 | 0 | 10.9 | 1.0 | 27.5 | .8 | 0 | 41.2 |
| 35+ | .5 | .0 | 23.5 | 2.5 | 26.8 | 0 | 0 | 53.3 |
| TOTAL | 4.5 | .1 | 119.8 | 3.8 | 307.1 | 20.6 | 5.7 | 461.6 |

DISTRICT SIZE 2 ELEM. CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 3.0 | 0 | 410.4 | 1.0 | 3.5 | 0 | 0 | 417.9 |
| 5-9 | 13.5 | 8.8 | 369.6 | 1.0 | 8.1 | 0 | 0 | 401.0 |
| 10-14 | 12.0 | 10.5 | 161.3 | 0 | 6.3 | 0 | 0 | 190.1 |
| 15-19 | 20.5 | 20.0 | 169.9 | 0 | 5.5 | 0 | 0 | 215.0 |
| 20-24 | 19.0 | 12.0 | 140.8 | 0 | 3.5 | 0 | 0 | 175.3 |
| 25-29 | 15.0 | 16.0 | 111.9 | 1.0 | 1.5 | 0 | 0 | 145.4 |
| 30-35 | 11.0 | 10.0 | 70.6 | 0 | 2.0 | .2 | 0 | 93.8 |
| 35+ | 8.5 | 7.0 | 55.2 | .5 | 1.0 | 0 | 0 | 72.1 |
| TOTAL | 102.5 | 84.3 | 1489.7 | 3.5 | 31.4 | .2 | 0 | 1711.6 |

## DISTRICT SIZE 2 SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 12.9 | 0 | 830.2 | .7 | 15.2 | 0 | 0 | 859.1 |
| 5-9 | 1.6 | 0 | 771.9 | 1.2 | 50.5 | 0 | 0 | 825.2 |
| 10-14 | 1.6 | 0 | 326.6 | 0 | 62.8 | .1 | 0 | 391.2 |
| 15-19 | 0 | 0 | 193.2 | 0 | 29.4 | 0 | 0 | 222.6 |
| 20-24 | 1.0 | 0 | 110.6 | 0 | 16.3 | 0 | 0 | 128.0 |
| 25-29 | 0 | 1.0 | 59.8 | 1.0 | 12.7 | 0 | 0 | 74.5 |
| 30-35 | 0 | 0 | 26.3 | 1.0 | 4.5 | 0 | 0 | 31.9 |
| 35+ | 0 | 0 | 14.8 | 0 | 4.4 | 0 | 0 | 19.2 |
| TOTAL | 17.1 | 1.0 | 2333.4 | 4.0 | 196.0 | .1 | 0 | 2551.6 |

## DISTRICT SIZE 2 TOTAL INSTRUCTIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 20.7 | 2.0 | 1534.5 | 1.7 | 30.1 | 0 | 0 | 1589.0 |
| 5-9 | 16.1 | 11.8 | 1347.0 | 2.2 | 79.2 | 0 | 1.7 | 1458.1 |
| 10-14 | 14.6 | 12.5 | 557.3 | 0 | 85.1 | .1 | 0 | 669.6 |
| 15-19 | 24.5 | 21.0 | 426.1 | 0 | 45.5 | 0 | 0 | 517.1 |
| 20-24 | 21.0 | 12.0 | 305.0 | 0 | 26.9 | 0 | 0 | 364.8 |
| 25-29 | 20.0 | 17.0 | 201.9 | 3.0 | 21.7 | 0 | 0 | 263.6 |
| 30-35 | 12.0 | 10.0 | 113.6 | 1.0 | 8.9 | .2 | 0 | 145.7 |
| 35+ | 10.6 | 7.0 | 80.5 | 2.5 | 6.4 | 0 | 0 | 107.0 |
| TOTAL | 139.5 | 93.3 | 4565.9 | 10.5 | 303.8 | .4 | 1.7 | 5115.0 |

## DISTRICT SIZE 2 TOTAL PROFESSIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 20.7 | 2.0 | 1538.9 | 2.0 | 42.6 | 3.0 | 1.0 | 1610.2 |
| 5-9 | 16.1 | 11.8 | 1360.0 | 2.2 | 136.8 | 4.0 | 2.4 | 1533.4 |
| 10-14 | 16.6 | 12.5 | 573.0 | 0 | 153.0 | 7.0 | 2.0 | 764.1 |
| 15-19 | 25.5 | 21.0 | 445.3 | 0 | 88.8 | 3.0 | 2.0 | 585.6 |
| 20-24 | 21.0 | 12.0 | 323.1 | 0 | 63.1 | 1.0 | 0 | 420.2 |
| 25-29 | 20.0 | 17.0 | 216.8 | 3.0 | 57.0 | 2.0 | 0 | 315.8 |
| 30-35 | 13.0 | 10.0 | 124.5 | 2.0 | 36.4 | 1.0 | 0 | 186.9 |
| 35+ | 11.1 | 7.0 | 104.0 | 5.0 | 33.2 | 0 | 0 | 160.3 |
| TOTAL | 144.0 | 93.3 | 4685.8 | 14.2 | 610.9 | 21.0 | 7.4 | 5576.6 |

DISTRICT SIZE 3 SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 5.0 | 0 | 3.0 | 8.0 |
| 10-14 | 0 | 0 | 0 | 0 | 5.0 | 0 | 0 | 5.0 |
| 15-19 | 0 | 0 | 2.0 | 0 | 14.0 | 1.0 | 3.0 | 20.0 |
| 20-24 | 0 | 1.0 | 1.0 | 0 | 15.0 | 1.0 | 0 | 18.0 |
| 25-29 | 0 | 0 | 2.0 | 0 | 24.0 | 1.0 | 2.0 | 29.0 |
| 30-35 | 0 | 0 | 2.0 | 0 | 13.0 | 1.0 | 0 | 16.0 |
| 35+ | 0 | 0 | 3.0 | 0 | 19.0 | 3.0 | 0 | 25.0 |
| TOTAL | 0 | 1.0 | 10.0 | 0 | 95.0 | 7.0 | 8.0 | 121.0 |

DISTRICT SIZE 3 TOTAL ADMINISTRATION

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 1.0 | 7.5 | 0 | 9.0 | 0 | 0 | 17.5 |
| 5-9 | 0 | 0 | 28.4 | 0 | 51.9 | 2.0 | 4.0 | 86.3 |
| 10-14 | 0 | 0 | 20.7 | 1.0 | 67.0 | 4.0 | 0 | 92.7 |
| 15-19 | 0 | 0 | 24.7 | 0 | 87.1 | 2.0 | 3.0 | 116.8 |
| 20-24 | 1.0 | 1.0 | 14.8 | .3 | 49.5 | 2.0 | 0 | 68.6 |
| 25-29 | 0 | 0 | 19.0 | 0 | 62.0 | 1.0 | 2.0 | 84.0 |
| 30-35 | 0 | 0 | 12.7 | 0 | 24.1 | 1.0 | 0 | 37.8 |
| 35+ | 0 | 0 | 16.6 | 1.0 | 35.4 | 3.0 | 0 | 56.0 |
| TOTAL | 1.0 | 2.0 | 144.4 | 2.3 | 386.1 | 15.0 | 9.0 | 559.8 |

DISTRICT SIZE 3 ELEM. CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 8.0 | 3.0 | 610.9 | 0 | 3.0 | 1.0 | 0 | 625.9 |
| 5-9 | 18.3 | 8.0 | 699.0 | 1.0 | 23.8 | 1.0 | 0 | 751.1 |
| 10-14 | 6.0 | 4.5 | 293.4 | 2.0 | 28.5 | 0 | 0 | 334.4 |
| 15-19 | 17.0 | 8.5 | 209.0 | 0 | 17.5 | 0 | 0 | 252.0 |
| 20-24 | 20.5 | 14.5 | 187.7 | 0 | 13.0 | 0 | 0 | 235.7 |
| 25-29 | 10.0 | 26.5 | 153.3 | 0 | 7.0 | 0 | 0 | 196.8 |
| 30-35 | 7.0 | 14.0 | 103.0 | 1.0 | 6.0 | 0 | 0 | 131.0 |
| 35+ | 6.0 | 15.0 | 78.5 | 0 | 6.0 | 1.0 | 0 | 106.5 |
| TOTAL | 92.7 | 94.0 | 2334.9 | 4.0 | 104.8 | 3.0 | 0 | 2633.4 |

## DISTRICT SIZE 3 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 24.1 | 0 | 931.1 | 0 | 23.1 | 0 | 0 | 978.3 |
| 5-9 | 1.8 | 1.0 | 1203.4 | 2.0 | 113.3 | 1.0 | 0 | 1322.6 |
| 10-14 | 0 | 0 | 503.5 | 2.0 | 126.9 | 0 | 0 | 632.4 |
| 15-19 | 0 | 0 | 323.4 | 2.0 | 95.3 | 0 | 0 | 420.8 |
| 20-24 | 1.0 | 0 | 179.9 | 2.7 | 68.4 | 0 | 0 | 252.1 |
| 25-29 | 0 | 0 | 124.7 | 0 | 41.3 | 0 | 0 | 166.0 |
| 30-35 | 0 | 0 | 45.5 | 0 | 24.3 | 0 | 0 | 69.8 |
| 35+ | 2.0 | 0 | 29.6 | 0 | 13.0 | 0 | 0 | 44.6 |
| TOTAL | 28.9 | 1.0 | 3341.2 | 8.8 | 505.8 | 1.0 | 0 | 3886.7 |

## DISTRICT SIZE 3 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 42.1 | 5.0 | 2001.6 | 0 | 54.5 | 1.0 | 0 | 2104.2 |
| 5-9 | 32.5 | 12.0 | 2294.7 | 3.0 | 207.6 | 2.0 | 1.0 | 2552.9 |
| 10-14 | 7.0 | 9.5 | 943.1 | 6.0 | 200.9 | 1.0 | 0 | 1167.5 |
| 15-19 | 28.0 | 12.0 | 662.4 | 2.0 | 157.4 | 1.0 | 0 | 862.9 |
| 20-24 | 27.0 | 15.5 | 436.8 | 2.7 | 112.5 | 1.0 | 0 | 595.6 |
| 25-29 | 12.0 | 28.5 | 337.1 | .5 | 74.4 | 0 | 0 | 452.4 |
| 30-35 | 10.0 | 17.0 | 178.5 | 2.0 | 38.9 | 0 | 0 | 246.4 |
| 35+ | 11.0 | 16.0 | 133.6 | 0 | 31.3 | 1.0 | 0 | 192.8 |
| TOTAL | 169.6 | 115.5 | 6987.9 | 16.3 | 877.5 | 7.0 | 1.0 | 8174.7 |

## DISTRICT SIZE 3 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 42.1 | 6.0 | 2009.1 | 0 | 63.5 | 1.0 | 0 | 2121.7 |
| 5-9 | 32.5 | 12.0 | 2323.1 | 3.0 | 259.5 | 4.0 | 5.0 | 2639.1 |
| 10-14 | 7.0 | 9.5 | 963.8 | 7.0 | 267.9 | 5.0 | 0 | 1260.2 |
| 15-19 | 28.0 | 12.0 | 687.1 | 2.0 | 244.6 | 3.0 | 3.0 | 979.7 |
| 20-24 | 28.0 | 16.5 | 451.6 | 3.0 | 162.0 | 3.0 | 0 | 664.2 |
| 25-29 | 12.0 | 28.5 | 356.0 | .5 | 136.4 | 1.0 | 2.0 | 536.4 |
| 30-35 | 10.0 | 17.0 | 191.2 | 2.0 | 63.1 | 1.0 | 0 | 284.2 |
| 35+ | 11.0 | 16.0 | 150.2 | 1.0 | 66.7 | 4.0 | 0 | 248.9 |
| TOTAL | 170.6 | 117.5 | 7132.3 | 18.5 | 1263.6 | 22.0 | 10.0 | 8734.5 |

DISTRICT SIZE 4 SUPERINTENDENT

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 1.0 | 0 | 1.0 | 0 | 2.0 | 4.0 |
| 5-9 | 0 | 0 | 2.0 | 0 | 4.0 | 1.0 | 4.0 | 11.0 |
| 10-14 | 0 | 0 | 0 | 0 | 2.0 | 0 | 5.0 | 7.0 |
| 15-19 | 0 | 0 | 0 | 0 | 3.0 | 1.0 | 4.0 | 8.0 |
| 20-24 | 0 | 0 | 0 | 0 | 6.0 | 3.0 | 9.0 | 18.0 |
| 25-29 | 0 | 0 | 2.0 | 0 | 14.0 | 2.0 | 5.0 | 23.0 |
| 30-35 | 0 | 0 | 1.0 | 0 | 4.0 | 1.0 | 4.0 | 10.0 |
| 35+ | 0 | 0 | 2.0 | 0 | 8.0 | 1.0 | 1.0 | 12.0 |
| TOTAL | 0 | 0 | 8.0 | 0 | 42.0 | 9.0 | 34.0 | 93.0 |

DISTRICT SIZE 4 TOTAL ADMINISTRATION

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 0 | 0 | 23.2 | 1.0 | 35.3 | 1.0 | 12.0 | 72.5 |
| 5-9 | 1.0 | 0 | 82.5 | 0 | 129.6 | 9.0 | 21.0 | 243.1 |
| 10-14 | 1.0 | 0 | 66.2 | 0 | 171.5 | 13.7 | 23.0 | 275.3 |
| 15-19 | 1.0 | 0 | 89.3 | 0 | 245.5 | 20.6 | 25.0 | 381.4 |
| 20-24 | 0 | 0 | 59.7 | 0 | 202.4 | 19.8 | 17.0 | 298.9 |
| 25-29 | 0 | 0 | 57.1 | 0 | 172.8 | 18.0 | 19.0 | 266.9 |
| 30-35 | 1.0 | 0 | 24.1 | 0 | 71.3 | 3.0 | 8.0 | 107.4 |
| 35+ | 1.0 | 1.0 | 35.5 | 0 | 78.0 | 3.0 | 4.0 | 122.4 |
| TOTAL | 5.0 | 1.0 | 437.5 | 1.0 | 1106.3 | 88.1 | 129.0 | 1767.9 |

DISTRICT SIZE 4 ELEM. CLASSROOM TEACHER

| YEARS EXPERIENCE | TRAINING<br>NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 0-4 | 10.0 | 3.9 | 1664.8 | 0 | 31.5 | 0 | 0 | 1710.2 |
| 5-9 | 14.8 | 13.0 | 2877.3 | 0 | 192.3 | 0 | .5 | 3097.9 |
| 10-14 | 3.3 | 12.5 | 1230.6 | 0 | 191.7 | 2.3 | 2.0 | 1442.4 |
| 15-19 | 7.9 | 16.5 | 725.7 | 1.0 | 124.1 | 1.0 | 1.0 | 877.1 |
| 20-24 | 20.0 | 15.5 | 470.0 | 1.0 | 52.5 | 1.0 | 0 | 560.0 |
| 25-29 | 17.0 | 27.0 | 354.4 | 1.0 | 43.1 | 1.0 | 0 | 443.6 |
| 30-35 | 11.0 | 17.0 | 180.7 | 0 | 27.2 | 0 | 0 | 235.9 |
| 35+ | 10.0 | 23.5 | 208.1 | 1.0 | 25.0 | 0 | 0 | 267.6 |
| TOTAL | 94.0 | 128.9 | 7711.5 | 4.0 | 687.4 | 5.3 | 3.5 | 8634.7 |

DISTRICT SIZE 4 SECONDARY CLASSROOM TEACHER

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 37.0 | 0 | 2181.1 | 0 | 196.9 | 0 | .3 | 2415.3 |
| 5-9 | 11.4 | 1.0 | 3051.3 | 1.0 | 679.2 | 2.0 | 6.0 | 3751.9 |
| 10-14 | 2.0 | 0 | 1447.9 | 0 | 718.7 | 2.0 | 3.0 | 2173.6 |
| 15-19 | 2.4 | 0 | 948.7 | 2.0 | 782.3 | 4.4 | 4.4 | 1744.2 |
| 20-24 | 3.0 | 0 | 495.6 | 2.6 | 408.0 | 2.2 | 3.0 | 914.4 |
| 25-29 | 0 | 0 | 436.8 | 1.0 | 259.7 | 3.0 | 2.0 | 702.5 |
| 30-35 | 0 | 0 | 136.8 | 0 | 69.9 | 2.0 | 1.0 | 209.7 |
| 35+ | 1.0 | 1.0 | 120.0 | 1.5 | 71.4 | 0 | 1.0 | 195.8 |
| TOTAL | 56.8 | 2.0 | 8818.2 | 8.1 | 3186.1 | 15.6 | 20.7 | 12107.4 |

DISTRICT SIZE 4 TOTAL INSTRUCTIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 71.6 | 9.9 | 4968.7 | .5 | 414.9 | 5.4 | 3.3 | 5474.1 |
| 5-9 | 48.9 | 22.0 | 7174.6 | 2.0 | 1200.6 | 17.0 | 13.6 | 8478.6 |
| 10-14 | 10.3 | 16.0 | 3254.6 | 2.0 | 1141.5 | 13.3 | 10.0 | 4447.8 |
| 15-19 | 20.3 | 19.5 | 2063.1 | 6.0 | 1160.3 | 12.4 | 13.0 | 3294.6 |
| 20-24 | 32.5 | 21.5 | 1182.7 | 6.0 | 644.8 | 11.2 | 6.0 | 1904.6 |
| 25-29 | 20.0 | 32.0 | 922.3 | 4.0 | 403.2 | 5.0 | 8.0 | 1394.5 |
| 30-35 | 14.0 | 20.0 | 399.8 | 0 | 151.3 | 2.0 | 1.0 | 588.1 |
| 35+ | 11.0 | 25.5 | 372.1 | 2.5 | 139.6 | 0 | 1.0 | 551.6 |
| TOTAL | 228.6 | 166.4 | 20337.9 | 23.0 | 5256.1 | 66.3 | 55.9 | 26134.2 |

469

DISTRICT SIZE 4 TOTAL PROFESSIONAL STAFF

| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | TRAINING | | | | | | | |
| 0-4 | 71.6 | 9.9 | 4992.0 | 1.5 | 450.2 | 6.4 | 15.3 | 5546.8 |
| 5-9 | 49.9 | 22.0 | 7257.1 | 2.0 | 1330.2 | 26.0 | 34.6 | 8721.8 |
| 10-14 | 11.3 | 16.0 | 3320.8 | 2.0 | 1312.9 | 27.0 | 33.0 | 4723.1 |
| 15-19 | 21.3 | 19.5 | 2152.4 | 6.0 | 1405.8 | 33.0 | 38.0 | 3676.0 |
| 20-24 | 32.5 | 21.5 | 1242.4 | 6.0 | 847.2 | 31.0 | 23.0 | 2203.6 |
| 25-29 | 20.0 | 32.0 | 979.4 | 4.0 | 576.0 | 23.0 | 27.0 | 1661.4 |
| 30-35 | 15.0 | 20.0 | 423.9 | 0 | 222.6 | 5.0 | 9.0 | 695.5 |
| 35+ | 12.0 | 26.5 | 407.5 | 2.5 | 217.6 | 3.0 | 5.0 | 674.1 |
| TOTAL | 233.6 | 167.4 | 20775.5 | 24.0 | 6362.4 | 154.4 | 184.9 | 27902.1 |

DISTRICT SIZE 5 SUPERINTENDENT

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5-9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10-14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 15-19 | 0 | 0 | 0 | 0 | 2.0 | 0 | 1.0 | 3.0 |
| 20-24 | 0 | 0 | 0 | 0 | 0 | 0 | 1.0 | 1.0 |
| 25-29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 30-35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 35+ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 2.0 | 0 | 2.0 | 4.0 |

DISTRICT SIZE 5 TOTAL ADMINISTRATION

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 0 | 1.0 | 12.2 | 0 | 9.8 | 0 | 2.0 | 25.0 |
| 5-9 | 0 | 0 | 45.9 | 0 | 47.7 | 3.6 | 5.0 | 102.2 |
| 10-14 | 0 | 0 | 27.4 | 0 | 65.1 | 5.0 | 4.0 | 101.4 |
| 15-19 | 0 | 0 | 24.4 | 0 | 56.2 | 10.0 | 19.0 | 109.6 |
| 20-24 | 0 | 0 | 25.6 | 0 | 63.2 | 9.0 | 8.0 | 105.9 |
| 25-29 | 1.0 | 0 | 15.8 | 0 | 74.5 | 5.0 | 10.0 | 106.3 |
| 30-35 | 0 | 0 | 5.2 | 0 | 31.4 | 2.0 | 4.0 | 42.6 |
| 35+ | 0 | 0 | 7.1 | 0 | 31.9 | 1.0 | 3.0 | 43.0 |
| TOTAL | 1.0 | 1.0 | 163.6 | 0 | 379.9 | 35.6 | 55.0 | 636.1 |

DISTRICT SIZE 5 ELEM. CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 1.0 | 0 | 217.0 | 1.0 | 10.1 | 1.0 | 0 | 230.1 |
| 5-9 | 0 | 0 | 654.9 | 1.0 | 53.0 | 0 | 0 | 708.9 |
| 10-14 | 0 | 0 | 281.4 | 1.0 | 55.5 | 1.0 | 1.0 | 339.9 |
| 15-19 | 0 | 1.0 | 200.5 | 1.0 | 41.3 | 0 | 0 | 243.8 |
| 20-24 | .5 | 2.0 | 141.0 | 0 | 33.0 | 0 | 0 | 176.5 |
| 25-29 | 2.0 | 1.0 | 82.0 | 0 | 27.0 | 0 | 0 | 112.0 |
| 30-35 | 2.0 | 1.0 | 49.0 | 1.0 | 17.0 | 0 | 0 | 70.0 |
| 35+ | 2.0 | 3.0 | 70.0 | 0 | 14.5 | 0 | 0 | 89.5 |
| TOTAL | 7.5 | 8.0 | 1695.8 | 5.0 | 251.4 | 2.0 | 1.0 | 1970.7 |

### DISTRICT SIZE 5 SECONDARY CLASSROOM TEACHER

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 25.6 | 1.0 | 308.1 | 0 | 53.0 | 0 | 1.0 | 388.6 |
| 5-9 | 3.4 | 0 | 576.0 | 1.0 | 143.3 | 1.8 | 0 | 727.5 |
| 10-14 | 0 | 1.0 | 272.7 | 0 | 123.8 | 1.6 | .4 | 399.5 |
| 15-19 | 1.0 | .2 | 231.2 | 0 | 157.8 | .2 | .4 | 390.9 |
| 20-24 | 0 | 0 | 140.3 | 1.0 | 109.5 | 1.0 | 0 | 251.9 |
| 25-29 | 0 | 0 | 88.6 | 2.0 | 109.7 | 1.0 | 2.0 | 203.3 |
| 30-35 | 0 | 0 | 39.7 | 0 | 36.3 | 0 | 1.0 | 77.1 |
| 35+ | 0 | 0 | 40.4 | 0 | 34.2 | 0 | 1.0 | 75.6 |
| TOTAL | 29.9 | 2.2 | 1699.1 | 4.0 | 767.6 | 5.6 | 5.8 | 2514.3 |

### DISTRICT SIZE 5 TOTAL INSTRUCTIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 27.9 | 2.0 | 764.3 | 2.0 | 134.0 | 3.0 | 2.0 | 935.1 |
| 5-9 | 3.4 | 0 | 1582.1 | 2.0 | 368.1 | 4.4 | 2.0 | 1961.9 |
| 10-14 | 3.0 | 2.5 | 695.8 | 1.0 | 263.4 | 3.6 | 3.9 | 973.3 |
| 15-19 | 4.0 | 2.2 | 539.3 | 2.6 | 291.5 | 4.0 | 5.0 | 848.6 |
| 20-24 | 5.0 | 3.0 | 357.4 | 3.0 | 227.8 | 3.0 | 0 | 599.1 |
| 25-29 | 8.0 | 4.0 | 229.4 | 4.0 | 194.4 | 2.0 | 4.0 | 445.7 |
| 30-35 | 4.0 | 2.0 | 111.4 | 1.0 | 77.3 | 1.0 | 1.0 | 197.7 |
| 35+ | 2.0 | 4.0 | 148.1 | 0 | 78.4 | 1.0 | 2.0 | 235.4 |
| TOTAL | 57.3 | 19.7 | 4427.8 | 15.6 | 1634.8 | 22.0 | 19.9 | 6197.0 |

### DISTRICT SIZE 5 TOTAL PROFESSIONAL STAFF

| | TRAINING | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| YEARS EXPERIENCE | NO DEGREE | TWO YEAR DEGREE | BACHELOR DEGREE | FIVE YEAR PROGRAM | MASTER DEGREE | SPECIALIST DEGREE | DOCTORATE | TOTAL |
| 0-4 | 27.9 | 3.0 | 776.5 | 2.0 | 143.8 | 3.0 | 4.0 | 960.1 |
| 5-9 | 3.4 | 0 | 1628.0 | 2.0 | 415.8 | 8.0 | 7.0 | 2064.2 |
| 10-14 | 3.0 | 2.5 | 723.2 | 1.0 | 328.5 | 8.6 | 7.9 | 1074.7 |
| 15-19 | 4.0 | 2.2 | 563.7 | 2.6 | 347.7 | 14.0 | 24.0 | 958.2 |
| 20-24 | 5.0 | 3.0 | 383.0 | 3.0 | 291.0 | 12.0 | 8.0 | 705.0 |
| 25-29 | 9.0 | 4.0 | 245.2 | 4.0 | 268.9 | 7.0 | 14.0 | 552.1 |
| 30-35 | 4.0 | 2.0 | 116.6 | 1.0 | 108.7 | 3.0 | 5.0 | 240.3 |
| 35+ | 2.0 | 4.0 | 155.2 | 0 | 110.3 | 2.0 | 5.0 | 278.4 |
| TOTAL | 58.3 | 20.7 | 4591.4 | 15.6 | 2014.7 | 57.6 | 74.9 | 6833.2 |

# REVENUE AND FLUCTUATING SCHOOL ENROLLMENTS

Section C.

1.

## ASSESSED VALUATION AND LEVY LIMITATION STUDY*

Prepared by the Minnesota State
Department of Education

*To what extent are per pupil assessed valuations increasing due to increased assessed valuation and/or declining enrollment?*

In order to answer the above question, it is necessary to determine the relationship of the assessed valuation (or of the adjusted assessed valuation, if that were to be considered instead) per pupil unit in a later period to that of a base period. Such a relationship may be meaningful even for two consecutive years.

Appendix A demonstrates mathematically that when valuations are increasing and pupil units are decreasing: (a) relative change due to assessed valuation equals the net change in valuation divided by the base year valuation; (b) the relative change due to pupil units equals the net change in pupil unit over action between valuation and pupil units equals (c) minus (b) minus (a), using absolute values without regard to sign. The percent of change due to assessed valuation will equal (a) divided by (c), of change due to pupil units will equal (b) divided by (c), and of change due to interaction between the variables will equal (d) divided by (c).

Assume that a given district exhibits the variations shown in the following example:

| Variable | Original (Base) Year | Current (later) Year | Absolute Variation |
|---|---|---|---|
| Assessed Valuation | $20,000,000 | $22,000,000 | $2,000,000 |
| Pupil Units | 1,000 | 880 | 120 |
| Assessed Valuation/P.U. | 20,000 | 25,000 | -- |

Computations will show:

(a) the change due to Valuation = $2,000,000/ $20,000,000=.10

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*See Appendix 1: Advisory Council on Fluctuating School Enrollment Special Study.

(b) the change due to Pupil Units = 120/1,000=.12

(c) The total change due to interaction = $\frac{\$25,000}{\$20,000} - 1.00 =$
1.25-1.00=.25

(d) the NET CHANGE DUE TO INTERACTION = .25-.10-.12=.03

Hence,

the Percent change due Valuation = .10/.25=40%
the Percent change due to Pupil Units = .12/.25=48%
the Percent change due to Interaction = .03/.25=12%

*What adjustments in the foundation aid formula reducing the participating millage have been or are being considered?*

NONE, insofar as this section is concerned. The Research, State Aids and Statistics Section had counselled against dropping the basic levy from 30 to 29 EARC mills, urging instead that relief be given to educational programs rather than to taxpayers.

# APPENDIX A

Answer to Question Five, Parts (1) and (2), Assessed Valuation and Levy Limitation, prepared by the Minnesota State Department of Education, May 28, 1976.

## DEFINITIONS

$V(a)$ — Assessed (or Adjusted Assessed) Valuation in Base Period
$V(b)$ — Comparable Valuation in Later Period
$P(a)$ -- Pupil Units in Base Period
$P(b)$ -- Pupil Units in Later Period
$d(V)$ -- $V(b) - V(a)$
$-d(P)$ -- $P(b) - P(a)$

## COMPUTATIONS

$$\frac{V(b)/P(b)}{V(a)/P(a)} = \frac{V(b)/V(a)}{P(b)/P(a)}$$

$$= \frac{V(a)[1+d(V)/V(a)]/V(a)}{P(a)[1-d(P)/P(a)]/P(a)}$$

$$= \frac{1+d(V)/V(a)}{1-d(P)/P(a)}$$

$$= [1+d(V)/V(a)]\ [1+d(P)/P(a)+. . .]$$

$$= 1+d(V)/V(a)+d(P)/P(a)+[d(V)/V(a)]\ [d(P)/P(a)]+. . .$$

$$= 1+d(V)/V(a)+d(P)/P(a)+ \left[\frac{V(b)/P(b)}{V(a)/P(a)} -1-d(V)/V(a)-d(P)/P(a)\right]$$

The last three terms constitute the change. Therefore, the percent of change due to various causes are:

To Change in Valuation: $$\frac{d(V)/V(a)}{\left[\frac{V(b)/P(b)}{V(a)/P(a)} -1\right]}$$

To Change in Pupil Units: $$\frac{d(P)/P(a)}{\left[\frac{V(b)/P(b)}{V(a)/P(a)} -1\right]}$$

To Interaction of Valuation and P.U.: $$\frac{\left[\frac{V(b)/P(b)}{V(a)/P(a)} -1-d(V)/V(a)-d(P)/P(a)\right]}{\left[\frac{V(b)/P(b)}{V(a)/P(a)} -1\right]}$$

## Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Assessed Valuation and Levy Limitation

2. Purpose of Study:
   1) To determine adjustments to the foundation aid formula reducing the participating millage to reflect increases in per pupil assessed valuations as it particularly relates to declining enrollment districts.
   2) To determine possible revisions of the levy limitation provision to provide flexibility in funding and maintain equality of education.

3. Related Problem Areas:
   Section IV C1 Foundation Aid Formula
   Section IV C2 Levy Limitations

4. Related Alternative Solutions:
   Alt. Sol. 51 Assessed Valuation
   Alt. Sol. 58 Levy Limitations

5. Questions to be Addressed:
   1) To what extent are per pupil assessed valuations increasing due to increased assessed valuation and/or declining enrollment?
   2) What adjustments in the foundation aid formula reducing the participating millage have been or are being considered?

6. Required Data Base:
   1) Current effects of increasing assessed valuation and/or declining enrollments on per pupil assessed valuations.

7. Desired Format of Report:
   1) Relationship of assessed valuation and the Foundation Aid Formula.
   2) Changes in assessed valuation
      a. increasing assessed valuation
      b. declining enrollments
   3) Proposed adjustments in Foundation Aid Formula
   4) Recommendations

8. Estimated Completion Date: June 1, 1976
   Reporting Date: June 11, 1976 (Council meeting)

# DECLINING ENROLLMENT FOUNDATION AID: 1971-1972 AND 1974-1975 AND GROWTH FOUNDATION AID: 1975-1976 STUDY*

Prepared by the State Department of Education

## *DECLINING ENROLLMENT FOUNDATION AID*

Since 1971-72, Minnesota school districts experiencing enrollment declines have been paid a reimbursement aid based on the amount of the decline in pupil units. The most recent year for which data on declining enrollment foundation aid, hereafter referred to as DEFA, is available is 1974-75. In both 1971-72 and 1974-75 the aid was paid on half of the actual decline in pupil units. Other comparisons of the two years follow:

- In 1971-72, 186 of the 438 school districts had enrollment declines.
- In 1974-75, 276 of the 438 school districts had enrollment declines.
- In 1971-72, school districts having an enrollment decline greater than ten pupil units totaled 75 or 17.1 percent of the total number of school districts.
- In 1974-75, school districts having an enrollment decline of more than ten pupil units totaled 141 or 32.2 percent of the total number of school districts.
- In 1971-72, a school district with an Area Vocational Technical Institute could include a decline in resident pupil units in the Institute in its total.
- In 1974-75, a decline in resident Area Vocational Technical Institute students could not be included in calculating DEFA.

In the following section, the 141 school districts with enrollment declines greater than ten pupil units in 1974-75 are subjected to further analysis. In terms of percentage of their total pupil units, the enrollment declines of most of these school districts were not excessive, as the following tabulation indicates.

Of those school districts with enrollment declines greater than ten pupil units in 1974-75:

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

31 had enrollment declines of less than 1%
59 had enrollment declines of from 1 to 2%
36 had enrollment declines of from 2 to 3%
12 had enrollment declines of from 3 to 4%
3 had enrollment declines of more than 4%.

In 1974-75, school districts were paid DEFA on the basis of half the actual decline in pupil units from the previous year. These pupil units, called support pupil units, are multiplied by the school district's formula allowance to arrive at the district's DEFA. The 30 school districts with more than 50 support pupil units in 1974-75 are listed in Table I. These 30 districts were paid $4,087,280 in foundation aid because of their enrollment declines. Total payments to all school districts in the state for declining enrollments in 1974-75 was $7,370,778. These 30 school districts collected 69 percent of the total foundation aid paid by the state for declining enrollments. The remaining $2,283,498 in DEFA was paid to 246 school districts.

Minneapolis received $1,075,498 in DEFA in 1974-75 or 14.59 percent of the total paid by the state. St. Paul received $855,740 in DEFA or 11.61 percent of the total paid. Minneapolis and St. Paul together received 26.20 percent of the total DEFA paid in 1974-75.

### TABLE I

### Declining Enrollment Foundation Aid of School Districts With More Than 50 Support Pupil Units, 1974-75

| School District | Support Pupil Units | Formula Allowance | Declining Enrollment Foundation Aid |
|---|---|---|---|
| Minneapolis | 1,303.62 | $825.00 | $1,075,487 |
| St. Paul | 1,037.26 | 825.00 | 855,740 |
| Bloomington | 396.08 | 825.00 | 326,766 |
| Robbinsdale | 380.78 | 825.00 | 314,144 |
| St. Louis County | 345.13 | 825.00 | 284,732 |
| St. Louis Park | 253.26 | 825.00 | 208,940 |
| Richfield | 218.61 | 825.00 | 180,353 |
| Duluth | 196.28 | 825.00 | 161,931 |
| Austin | 174.66 | 825.00 | 144,095 |
| Edina | 157.60 | 825.00 | 130,020 |
| Roseville | 133.07 | 825.00 | 109,783 |
| Hopkins | 124.97 | 825.00 | 103,100 |
| Albert Lea | 123.71 | 798.84 | 98,825 |
| Columbia Heights | 117.06 | 825.00 | 96,575 |
| Hibbing | 111.17 | 825.00 | 91,715 |
| South St. Paul | 104.55 | 825.00 | 86,254 |
| White Bear Lake | 97.60 | 825.00 | 80,520 |
| Winona | 93.19 | 825.00 | 76,882 |
| Brooklyn Center | 93.17 | 825.00 | 76,865 |
| Brainerd | 90.59 | 796.07 | 72,116 |
| International Falls | 85.75 | 825.00 | 70,744 |
| Virginia | 83.91 | 825.00 | 69,226 |
| Fridley | 77.30 | 825.00 | 63,773 |
| Rochester | 76.98 | 825.00 | 63,509 |
| Moorhead | 65.65 | 825.00 | 54,161 |
| Aurora-Hoyt Lakes | 64.80 | 825.00 | 53,460 |
| Worthington | 63.85 | 825.00 | 52,676 |
| Park Rapids | 57.38 | 723.70 | 41,526 |
| Pipestone | 52.56 | 825.00 | 43,362 |
|  |  |  | $5,087,280 |

DEFA payments by state planning regions are discussed in this section. Table II gives the pupil unit enrollment declines by county and region for 1971-72 and 1974-75:

### TABLE II

### County and Planning Region Enrollment Decline 1971-72 and 1974-75

| | County | Enrollment Decline in Pupil Units | |
|---|---|---|---|
| | | 1971-72 | 1974-75 |
| Region 1: | Kittson | 16.64 | 36.58 |
| | Marshall | 35.57 | 31.80 |
| | Norman | 31.78 | 49.32 |
| | Pennington | - | 20.27 |
| | Polk | 36.61 | 68.94 |
| | Red Lake | - | 14.23 |
| | Roseau | 22.57 | 38.75 |
| | TOTAL | 143.17 | 259.89 |
| Region 2: | Beltrami | 5.56 | - |
| | Clearwater | - | 9.14 |
| | Hubbard | 6.73 | 63.58 |
| | Lake of the Woods | 15.98 | 35.56 |
| | Mahnomen | 21.92 | 19.01 |
| | TOTAL | 50.19 | 127.29 |
| Region 3: | Aitkin | 26.78 | 17.77 |
| | Carlton | 17.20 | 56.92 |
| | Cook | 3.14 | - |
| | Itasca | 29.02 | 6.70 |
| | Koochiching | 7.08 | 85.75 |
| | Lake | 29.71 | - |
| | St. Louis | 688.90 | 987.46 |
| | TOTAL | 801.83 | 1,154.60 |
| Region 4: | Becker | - | 71.05 |
| | Clay | 66.85 | 97.29 |
| | Douglas | 16.51 | 43.38 |
| | Grant | 29.00 | 20.82 |
| | Otter Tail | 17.44 | 27.15 |
| | Pope | 12.18 | 13.54 |
| | Stevens | 18.03 | 35.10 |
| | Traverse | 8.20 | 10.65 |
| | Wilken | 8.04 | 40.50 |
| | TOTAL | 176.25 | 359.48 |
| Region 5: | Cass | 3.22 | 24.18 |
| | Crow Wing | - | 121.18 |
| | Morrison | - | 23.35 |
| | Todd | 9.57 | 20.15 |
| | Wadena | - | 6.07 |
| | TOTAL | 12.79 | 194.93 |

| | County | Enrollment Decline in Pupil Units | |
|---|---|---|---|
| | | 1971-72 | 1974-75 |
| **Region 6E:** | Kandiyohi | 2.31 | 15.78 |
| | McLeod | 27.34 | 17.33 |
| | Meeker | 43.51 | 64.50 |
| | Renville | 29.08 | 116.62 |
| | TOTAL | 102.24 | 214.23 |
| **Region 6W:** | Big Stone | 13.66 | 4.96 |
| | Chippewa | 28.02 | 42.36 |
| | Lac QuiParle | 28.53 | 38.26 |
| | Swift | 46.28 | 31.90 |
| | Yellow Medicine | 57.99 | 61.26 |
| | TOTAL | 174.48 | 178.74 |
| Region 7E: | Chisago | 1.96 | 16.18 |
| | Isanti | - | - |
| | Kanabec | - | 19.28 |
| | Mille Lacs | 6.50 | 7.57 |
| | Pine | - | 32.10 |
| | TOTAL | 8.46 | 75.13 |
| Region 7W: | Benton | - | - |
| | Sherburne | - | .64 |
| | Stearns | 15.04 | 53.44 |
| | Wright | - | 2.33 |
| | TOTAL | 15.04 | 56.41 |
| Region 8: | Cottonwood | 15.84 | 41.09 |
| | Jackson | 26.68 | 52.84 |
| | Lincoln | 38.17 | 24.28 |
| | Lyon | 28.36 | 112.54 |
| | Murray | 49.91 | 52.76 |
| | Nobles | 19.66 | 98.42 |
| | Pipestone | 59.73 | 95.98 |
| | Redwood | 31.53 | 33.20 |
| | Rock | 16.30 | 48.68 |
| | TOTAL | 286.18 | 559.79 |
| Region 9: | Blue Earth | 25.48 | 82.68 |
| | Brown | 10.99 | 36.60 |
| | Faribault | 64.94 | 108.57 |
| | Le Sueur | 1.55 | 24.01 |
| | Martin | 65.99 | 98.08 |
| | Nicollet | 9.56 | 9.24 |
| | Sibley | 31.04 | 38.05 |
| | Waseca | 4.99 | 32.79 |
| | Watonwan | 10.69 | 86.69 |
| | TOTAL | 225.23 | 516.71 |

|  | County | Enrollment Decline in Pupil Units 1971-72 | Enrollment Decline in Pupil Units 1974-75 |
|---|---|---|---|
| **Region 10:** | Dodge | 27.96 | 15.28 |
|  | Fillmore | 43.49 | 52.50 |
|  | Freeborn | 4.05 | 146.76 |
|  | Goodhue | 5.77 | 39.33 |
|  | Houston | 46.71 | 13.60 |
|  | Mower | 90.11 | 221.52 |
|  | Olmstead | 1.19 | 97.34 |
|  | Rice | 15.38 | 3.32 |
|  | Steele | 14.97 | 31.55 |
|  | Wabasha | - | 10.58 |
|  | Winona | 21.53 | 109.51 |
|  | TOTAL | 271.16 | 741.29 |
| **Region 11:** | Anoka | .20 | 263.41 |
|  | Carver | - | .40 |
|  | Dakota | - | 144.35 |
|  | Hennepin | 2,097.35 | 2,940.49 |
|  | Ramsey | - | 1,267.93 |
|  | Scott | - | - |
|  | Washington | - | 9.22 |
|  | TOTAL | 2,097.55 | 4,625.80 |
| STATE TOTAL |  | 4,364.57 | 9,064.29 |

From Table II the counties with no or negligible declines in enrollments in 1971-72 and/or 1974-75 are listed below:

|  |  | Enrollment Declines in Pupil Units 1971-72 | Enrollment Declines in Pupil Units 1974-75 |
|---|---|---|---|
| Region 1: | Pennington | 0 | 20.27 |
|  | Red Lake | 0 | 14.23 |
| Region 2: | Beltrami | 5.56 | 0 |
|  | Clearwater | 0 | 9.14 |
| Region 3: | Cook | 3.14 | 0 |
|  | Lake | 29.71 | 0 |
| Region 4: | Becker | 0 | 71.05 |
| Region 5: | Crow Wing | 0 | 121.18 |
|  | Morrison | 0 | 23.35 |
|  | Wadena | 0 | 6.07 |
| Region 7E: | Isanti | 0 | 0 |
|  | Kanabec | 0 | 19.28 |
|  | Pine | 0 | 32.10 |
| Region 7W: | Benton | 0 | 0 |
|  | Sherburne | 0 | .64 |
|  | Wright | 0 | 2.23 |
| Region 10: | Wabasha | 0 | 10.58 |
| Region 11: | Carver | 0 | .40 |
|  | Dakota | 0 | 144.35 |
|  | Ramsey | 0 | 1,267.93 |
|  | Scott | 0 | 0 |
|  | Washington | 0 | 9.22 |

The state total declining enrollment pupil units more than doubled from 1971-72 to 1974-75. Doubling also occurred in all but Regions 1, 3, 6W, and 8.

In Region 11 virtually all of the decline in 1971-72 was in Hennepin county; in 1974-75 Hennepin and Ramsey counties accounted for 90.96 percent of the decline. In 1971-72, 51.72 percent of the decline in Hennepin county occurred in Minneapolis. In 1974-75, in Hennepin county 44.35 percent of the decline occurred in Minneapolis; in Ramsey county 81.78 percent of the decline occurred in St. Paul.

Table III given the Fall, 1975 enrollments in each planning region, the percent of the total state enrollment in each planning region, and the percent of the total state support units in each region in 1971-72 and 1974-75. Variations between percent of total enrollment and percent of total state support units occur in:

Regions 3 and 8 - where the percent of total state support units in 1971-72 and 1974-75 are distinctly higher than the percent of state enrollment

Regions 7E and 7W - where the percent of total state support units in 1971-72 and 1974-75 are distinctly lower than the percent of total state enrollment

Regions 5 and 10 - where the percent of total state support units in 1974-75 is slightly lower than the percent of total state enrollment

Region 11 - where the percent of total state support units is distinctly higher in 1974-75 than the percent of total state enrollment

### TABLE III

### Enrollment and Support Units by Region

| Region | K | 1-6 | 7-12 | Total | Percent of Total Enrollment | Percent of Total State Support Units 1971-72 | Percent of Total State Support Units 1974-75 |
|---|---|---|---|---|---|---|---|
| 1 | 1,669 | 9,704 | 12,284 | 23,657 | 2.69 | 3.28 | 2.87 |
| 2 | 930 | 6,146 | 7,987 | 15,063 | 1.71 | 1.15 | 1.40 |
| 3 | 5,030 | 31,954 | 41,326 | 78,310 | 8.92 | 18.37 | 12.74 |
| 4 | 2,742 | 16,816 | 22,721 | 42,279 | 4.81 | 4.04 | 3.97 |
| 5 | 2,014 | 11,923 | 16,234 | 30,171 | 3.44 | .29 | 2.15 |
| 6E | 1,680 | 9,198 | 12,452 | 23,330 | 2.66 | 2.34 | 2.36 |
| 6W | 916 | 5,764 | 7,951 | 14,631 | 1.67 | 4.00 | 1.97 |
| 7E | 1,651 | 10,230 | 12,481 | 24,362 | 2.77 | .19 | .83 |
| 7W | 3,690 | 19,521 | 25,916 | 49,127 | 5.59 | .35 | .62 |
| 8 | 2,002 | 12,530 | 17,238 | 31,770 | 3.62 | 6.56 | 6.18 |
| 9 | 3,147 | 17,465 | 24,007 | 44,619 | 5.08 | 5.16 | 5.70 |
| 10 | 6,113 | 36,951 | 46,008 | 89,072 | 10.14 | 6.21 | 8.18 |
| 11 | 31,103 | 174,498 | 206,331 | 411,932 | 46.90 | 48.06 | 51.03 |
| State | 62,687 | 362,700 | 452,936 | 878,323 | 100.00 | 100.00 | 100.00 |

The amount and percentage of state total DEFA paid in each development region is indicated in the first two columns of Table IV. The third column of the table gives the percentage of the total state enrollment in each region in the Fall of 1975. A comparison of columns 2 and 3 is given in the following tabulation:

Regions receiving more or less DEFA than could be expected on the basis of enrollment--

| More | Less |
|---|---|
| 1, 3, 6W | 2, 4, 5, 6E |
| 8, 9, 11 | 7E, 7W, 10 |

The fourth column of Table IV gives the percent of the variation between DEFA and enrollment in each region. The greatest variance occurs in Regions 7E and 7W where the percentage of DEFA is much less than the percentage of enrollment and in Region 8 where the percentage of DEFA is much greater than the percentage of enrollment.

## TABLE IV

### Declining Enrollment Foundation Aid by Planning Region 1974-75

| (1) Region | (2) Declining Enrollment Foundation Aid Received | (3) Percent of Total State Declining Enrollment Foundation Aid Received | (4) Percent of Total State Enrollment Fall, 1975 | (5) Percent of Variation Between Aid and Enrollment |
|---|---|---|---|---|
| 1 | $ 210,044 | 2.85 | 2.69 | 5.95 |
| 2 | 93,696 | 1.27 | 1.71 | 25.73 |
| 3 | 948,514 | 12.87 | 8.92 | 30.69 |
| 4 | 276,638 | 3.75 | 4.81 | 22.04 |
| 5 | 152,054 | 2.06 | 3.44 | 40.12 |
| 6E | 174,087 | 2.36 | 2.66 | 11.28 |
| 6W | 139,937 | 1.90 | 1.67 | 13.77 |
| 7E | 54,131 | .74 | 2.77 | 73.29 |
| 7W | 42,096 | .57 | 5.59 | 89.80 |
| 8 | 450,072 | 6.11 | 3.62 | 68.78 |
| 9 | 415,898 | 5.64 | 5.08 | 11.02 |
| 10 | 598,334 | 8.12 | 10.14 | 19.92 |
| 11 | 3,815,277 | 51.76 | 46.90 | 10.36 |
| State | $7,370,778 | 100.00 | 100.00 | 100.00 |
| Minneapolis | $1,075,487 | 14.59 | 6.04 | 141.56 |
| St. Paul | 855,740 | 11.61 | 4.61 | 151.84 |
| Duluth | 161,931 | 2.20 | 2.29 | 3.93 |

It is interesting to see what occurs when data for the three cities of the first class in Minnesota are considered separately. This is done in an extension of Table IV. Both St. Paul and Minneapolis receive a much higher percent of the total state DEFA than their percent of the total state enrollment while Duluth receives approximately the same percent of the total state DEFA as its percent of total state enrollment.

## GROWTH FOUNDATION AID

In Table V are listed the school districts of the state which will receive foundation aid based on growth. School districts receiving the greatest amount of aid are:

| District | Growth Pupil Units |
|---|---|
| Anoka | 863.83 |
| Rosemount | 452.26 |
| Howard Lake | 157.89 |
| Elk River | 136.96 |
| Prior Lake | 122.24 |
| Osseo | 100.91 |
| Burnsville | 97.18 |
| St. Cloud | 85.27 |
| Eden Prairie | 81.10 |
| Delano | 76.31 |
| Shakopee | 68.06 |
| Cambridge | 65.75 |
| Forest Lake | 56.26 |
| North Branch | 52.72 |
| Farmington | 52.66 |

TABLE V

Estimated Growth Pupil Units
1975-76

| District Number | School District | Growth Pupil Units |
|---|---|---|
| 2 | Hill City | 10.79 |
| 11 | Anoka | 863.83 |
| 15 | Saint Francis | 89.73 |
| 21 | Audubon | 3.95 |
| 32 | Blackduck | 12.58 |
| 38 | Red Lake | 36.67 |
| 114 | Backus | 2.63 |
| 115 | Cass Lake | 26.95 |
| 118 | Remer | 12.60 |
| 119 | Walker | 33.14 |
| 127 | Maynard | 3.35 |
| 138 | North Branch | 52.72 |
| 140 | Taylors Falls | 12.68 |
| 141 | Chisago | 15.17 |
| 323 | Franconia | 2.55 |
| 158 | Gonvick | 9.34 |
| 182 | Crosby | 48.39 |
| 186 | Pequot Lakes | 6.77 |

| District Number | School District | Growth Pupil Units |
|---|---|---|
| 191 | Burnsville | 97.18 |
| 192 | Farmington | 52.66 |
| 196 | Rosemount | 452.26 |
| 209 | Kensington | 9.85 |
| 220 | Frost | 8.36 |
| 223 | Minnesota Lake | 9.86 |
| 236 | Wykoff | 3.72 |
| 255 | Pine Island | 40.34 |
| 272 | Eden Prairie | 81.10 |
| 279 | Osseo | 100.91 |
| 301 | Akeley | 16.14 |
| 306 | La Porte | 2.77 |
| 308 | Nevis | 2.75 |
| 316 | Coleraine | 15.57 |
| 317 | Deer River | 20.29 |
| 352 | Humboldt | 2.44 |
| 354 | Kennedy | 2.34 |
| 376 | Marietta | 5.40 |
| 394 | Montgomery | 16.71 |
| 411 | Balaton | 10.39 |
| 421 | Brownton | 10.73 |
| 427 | Winsted | 6.16 |
| 436 | Alvarado | 2.12 |
| 437 | Argyle | 3.00 |
| 477 | Princeton | 21.58 |
| 480 | Onamia | 32.97 |
| 483 | Motley | 13.13 |
| 485 | Royalton | 5.82 |
| 526 | Twin Valley | 3.77 |
| 534 | Stewartville | 17.82 |
| 566 | Askov | 3.64 |
| 570 | Finlayson | 1.75 |
| 576 | Sandstone | 10.33 |
| 595 | East Grand Forks | 19.10 |
| 597 | Erskine | 6.70 |
| 604 | Mentor | 7.26 |
| 628 | Plummer | 8.04 |
| 638 | Sanborn | 3.25 |
| 651 | Hector | 11.22 |
| 676 | Badger | 8.56 |
| 707 | Nett Lake | 19.81 |
| 719 | Prior Lake | 122.24 |
| 720 | Shakopee | 68.06 |
| 726 | Becker | 21.52 |
| 727 | Big Lake | 11.90 |
| 728 | Elk River | 136.96 |
| 742 | St. Cloud | 85.27 |
| 745 | Albany | 15.00 |
| 750 | Cold Spring | 23.54 |
| 761 | Owatonna | 76.31 |
| 782 | Murdock | 4.75 |
| 790 | Eagle Bend | 7.00 |
| 809 | Mazeppa | 10.86 |
| 831 | Forest Lake | 56.26 |
| 879 | Delano | 80.15 |
| 880 | Howard Lake | 157.89 |
| 881 | Maple Lake | 6.89 |
| 883 | Rockford | 47.65 |
| 885 | Saint Michael | 8.42 |
| 911 | Cambridge | 65.75 |

## Advisory Council on Fluctuating School Enrollments

### Special Study

1. Subject: Foundation Aid Formula: Declining Enrollment and Growth Enrollment Foundation Aid

2. Purpose of Study:
   1) To determine the feasibility of changes in the declining enrollment and fast growth factor in the foundation aid formula

3. Related Problem Areas:
   Section IV C1 Foundation Aid Formula

4. Related Alternative Solutions:
   Alt. Sol. 52 Declining Enrollment Factor
   Alt. Sol. 53 Fast Growth Districts

5. Questions to be Addressed:
   1) How many districts are currently receiving additional aid under the declining enrollment and fast growth factors in the foundation aid formula?
   2) What relationship exists between the aid received and the reduction or increase of revenue per pupil due to enrollment change?
   3) What alternatives in the declining enrollment and fast growth factors might be considered?

6. Required Data Base:
   1) # of districts receiving declining enrollment and fast growth aid during 1974-75
   2) Amount of per pupil revenue increase or decrease due to enrollment changes.

7. Desired Format of report:
   1) Definition of the declining enrollment factor and fast growth factor in the foundation aid formula
   2) Current status
   3) Relationship with revenue
   4) Proposed changes
   5) Recommendations

8. Estimated Completion Date: June 1, 1976
   Reporting Date: June 11, 1976

3.

## ANNUAL STATUS REPORT ON ENROLLMENTS AND CURRENT DISBURSEMENTS*

Prepared by the Advisory Council
on Fluctuating School Enrollments

### *Introduction*

The purpose of this study was to develop a rationale for supporting an annual status report at the local school district level. It is recommended to the Council, at this time, that this rationale not be developed until the August meeting when all available information has been considered in the other areas. This rationale requires a better understanding of the impact of fluctuating school enrollments on the cost and quality of education than is available at this time.

In lieu of a rationale the Council should be advised of the new legislation which involves planning, evaluation and reporting to the public. The Council may wish to consider recommending that an annual status report be included in Laws of Minnesota, 1976, Chapter 271, Section 2, *Planning, Evaluation and Reporting to Public; Curriculum Advisory Committees* rather than the original recommendation in alternative solution 49 which suggested amending Minnesota Statute 123.71, *Publication of School District Disbursements*.

The Legislation which is directed to planning, evaluation and reporting to the public is as follows:

> Sec. 2. **[123.741] PLANNING, EVALUATION AND REPORTING TO PUBLIC; CURRICULUM ADVISORY COMMITTEES.** Subdivision 1. The school board of each school district in the state shall develop and adopt a written educational policy which establishes educational goals for the district, a process for achieving these goals, and procedures for evaluating and reporting progress toward the goals. The school board shall review this policy each year and adopt revisions which it deems desirable. School boards are encouraged to develop this school district policy and any revisions after consultation with the staff of each school building.

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Study.

Subd. 2. The school board shall instruct the administrative and professional staff of the district to develop an instructional plan for the purpose of implementing the goals established in the district educational policy within resources available to the district. Insofar as possible the instructional plan shall include measurable instructional objectives to assist in directing and measuring progress toward the goals established in the district educational policy. For goals toward which progress is not easily measurable, the instructional plan shall include other appropriate means to direct and evaluate progress.&

Subd. 3. Each school board is encouraged to appoint a curriculum advisory committee to provide for active community participation in the process of developing and revising the district educational policy, developing the instructional plan, evaluating progress and reporting to the public.

Subd. 4. Each year a final evaluation of progress shall be conducted, including both professional and consumer evaluations. The professional staff evaluation shall utilize test results and other performance data along with faculty interpretations and judgments. Consumer evaluation shall include the opinions of students, parents and other residents of the community served by the school. Upon receipt of the evaluation reports, each school board shall review the results and develop appropriate school improvement plans to improve areas where goals of the district educational policy have not been met.

Subd. 5. The district educational policy, the reports of the annual evaluation including summary test results, and the plans for school improvement shall be made available to the citizens of the school district through media releases and other means of communicating with the public. These documents shall also be on file and available for inspection by the public. Information copies of the reports shall be sent to the state board of education. All activities and reports pursuant to this section shall comply with Minnesota Statutes, Sections 15.162 to 15.167, and any other law governing data on individuals in school districts.

Sec. 3. [123.742] **ASSISTANCE TO LOCAL SCHOOL DISTRICTS.** Subdivision 1. Insofar as possible, the state board of education and educational cooperative service units shall make technical assistance for planning and evaluation available to school districts upon request during the 1976-1977 school year. The department shall collect the annual evaluation reports from local districts as provided in section 2, subdivision 5 of this act, and shall make this data available upon request to any district seeking to use it for purposes of comparisons of student performance.

Subd. 2. The department upon written agreement with local school districts may perform testing and evaluation of students. The department may collect a reasonable fee not to exceed the actual cost of services.

Sec. 4. **TIME OF IMPLEMENTATION.** School districts are encouraged to begin planning, evaluation and reporting to the public pursuant to sections 1 and 2 of this act during the 1976-1977 and 1977-1978 school years. All school districts in the state shall engage in planning, evaluation and reporting to the public pursuant to sections 1 and 2 of this act during the 1978-1979 school year and shall submit a report, which has been shared with the public and adopted by the school board, to the state board of education by August 1, 1979. During the summer of 1977, the state board of education shall report to the districts of the state the experiences of the demonstration projects authorized in section 5 of this act and of any similar projects funded from other sources.

Sec. 5. **DEMONSTRATION PROJECTS.** For the 1976-1977 school year, the state board of education shall make grants to several school districts to develop local plans, evaluation techniques using valid and reliable instruments, and procedures for reporting to the citizens of the school districts. The state board shall encourage these school districts to engage in alternative procedures for planning and reporting. The state board of education is encouraged to use available federal funds to support additional demonstration projects. By November 15, 1977, the state board shall report to the education committees of the legislature on the demonstration projects and their direct and indirect costs.

Sec. 6. **REPORT TO LEGISLATURE.** By February 1, 1977, the state board shall report to the legislature on the nature and number of requests for technical assistance received pursuant to section 3 of this act. This report shall contain recommendations on the need for any legislation to provide for improvement in the ability of the department of education to provide this assistance to districts.

Sec. 7. **[123.743] APPROPRIATION OF FUNDS.** There is annually appropriated from the general fund to the department of education any and all amounts received by the department pursuant to section 3, subdivision 2 of this act.

## Advisory Council on Fluctuating School Enrollments

### Special Study

1. Subject: Annual Report on Current Disbursements

2. Purpose of Study:
To develop reationale for an annual report on enrollments and current disbursements

3. Related Problem Areas:
Section 10 B6 Organization/Governance

4. Related Alternative Solutions:
Sol. 49 Annual Report on Current Education Status

5. Questions to be Addressed:
What rationale supports an annual status report?

6. Required Data Base:
Minnesota Statute 123.71 Publication of School District Disbursements.

7. Desired Format of Report:
Recommendations
1. Rationale

8. Estimated Completion Date: June 1, 1976
Reporting Date: June 11, 1976

# COOPERATION

## Section D.

1.

# INCENTIVES FOR INTERDISTRICT COOPERATION

Interdistrict cooperation is one means by which the impact of fluctuating school enrollments can be lessened. This paper will examine the concept of interdistrict cooperation in four areas:

- rational incentives and disincentives to interdistrict cooperation;
- incentives which can be manipulated by policy-makers to promote inter-district cooperation;
- common areas of cooperation; and
- existing mechanisms for cooperation.

The conclusion of the paper will cite options open to policy-makers as they attempt to encourage school districts to cooperate with one another in solving educational problems.

## *RATIONAL INCENTIVES AND DISINCENTIVES TO INTERDISTRICT COOPERATION*

### Incentives

Foremost among the rational incentives to cooperation is the opportunity for school districts to achieve economies of scale. A school district may be able to provide traditional educational programs while high cost, unique educational programs can best be accomplished more economically when several districts, or even all districts within the state, cooperate. The fact that school districts can choose to operate independently for some activities and cooperatively for others, may itself be an incentive, especially if the other alternatives are forced consolidation or bankruptcy.

Another rational incentive is the opportunity, through cooperation, to expand educational services. Individual districts may not have enough students in need of psychological services, for example, to hire a school psychologist. However, several districts can cooperatively purchase and share psychological services, thus expanding the service base of their district. School districts can also cooperate to purchase noneducational services which would not be economically feasible for the school district to purchase on its own.

Because cooperation brings a school district into close contact and communication with other school districts, a third incentive to cooperation might be the potential for discovery of new ideas and innovations.

Fourth, fear of consolidation and subsequent loss of local control may cause some districts to cooperate.

A closely related incentive revolves around the propensity of public school adminstrators to avoid taking risks (Brown, 1970). Just as school administrators would risk cooperation rather than probable consolidation, so might they risk participation in an innovative cooperative endeavor while avoiding development of a similar within-district endeavor. Cooperation spreads risk and tends to isolate participants from the consequences of failure.

Finally, interdistrict cooperation can expand the power of cooperating districts beyond that which is accorded a single school district. A few multidistrict cooperatives (i.e., Area Vocational Technical Institutes) have been granted the authority to levy taxes for special purposes.

Disincentives

In contrast to the incentives for cooperation there are four primary disincentives. First, many school districts fear that a cooperative structure might begin to regulate local school districts so as to diminish local control of the schools.

In areas faced with the problem of fluctuating enrollments, a district suffering high per pupil costs or other serious problems may be willing to cooperate, but neighboring districts may be unwilling to share the burden.

If districts do agree to cooperate in sharing professional personnel, for example, the problem of reconciling differing salary and benefit schedules becomes a third disincentive. Other contractual and legal entanglements, as well as community loyalties, obstruct the busing of children and teachers across district lines, or the purchase or rental of educational facilities in one district by another.

## *CONTROLLED INCENTIVES*

In addition to the rational incentives described earlier, incentives exist which are under the control of educational policy-makers.

Both the federal and state governments employ differential funding to support either a specific cooperative activity or the mechanism by which a cooperative activity can be created. The administrative start-up funds made available to the Educational Service Agency and the Educational Cooperative Service Units are illustrative of the funding for the support of the mechanism by which a cooperative activity is created.

Despite their legislative and regulatory power, the state and the federal governments seldom threaten to withhold funds as a means of forcing compliance with a government directive. Berke and Kirst (1973) comment with regard to the United States Office of Education (USOE), for example, that ". . . funds are pratically never withheld. . .the outcome of the negotiation is usually similar to the Federal Trade Commission's 'consent decree'--a promise not to continue the questionable practice with no penalty for prior action."

Taxing authority, as held by the three specially created vocational districts in the state and the special education consortia, is a powerful incentive, especially in light of monetary constraints placed on local districts by the state levy limitation.

Regulations, operating requirements, and required reports can function as incentives to interdistrict cooperation. At the federal level, the USOE exercises control through regulations that have the force of law; guidelines that interpret the regulations and give legally non-binding suggestions; and, memoranda which clarify regulations and serve as legal mandates (Berke and Kirst). Similar use of regulations, guidelines and memoranda can be made at the state level.

One problem created by the milti-level mixtures of regulations, guidelines and memoranda is confusion. "This confusion permits slippage and evasion, particularly when supplemental. . . program memoranda have changed long-standing policies" (Berke nad Kirst).

Finally, formally adopted plans of the State Department of Education have served as incentives to cooperation, as in the formation of the Area Vocational Technical Institutes (AVTI) in response to the state plan for vocational education. Basically, a plan shapes the activities of the state education agency so as to bring about local efforts.

In addition to rational incentives, then, federal and state levels of government can encourage interdistrict cooperation through plans, regulations, differential funding, and granting the authority of taxation.

## ACTIVITIES FOR COOPERATION

While a great number of activities can best be provided over a small area and under the control of a small service unit, some educational activities are more properly carried out over a larger geographic area or population base. Stephens (1973) and Urzi (1974) describe services which are appropriate subjects of interdistrict cooperation.

1. Regulatory (not, strictly speaking, a cooperative activity but rather a delegation of state authority). Examples: approtionment of state funds to local school districts; auditing of local district accounts; approval of school district boundary changes; approval of local school district building programs, including long-range plans and educational specifications; and, approval of school district reorganizational plans.

2. Administrative services. Examples: accounding functions; preparation of payroll and issuance of salaries; school district census; interpretation of federal and state legislation, and state education rules regulations; assistance in bus transportation coordination; liaison with other governmental subdivisions; cooperative purchasing; maintenance of teacher substitute pool; and,a provision of pupil accounting services, grade reporting, scheduling and attendance, and other pupil related data management; and data management for general administrative and fiscal purposes.

3. Instructional programs and services. Examples: cooperative employment of curriculum consultant services; provision of educational media services, such as films, television facilities, printing services, and audiovisual services; child study and diagnostic services; educational testing; and, consultant services for elementary-secondary student personnel programs, such as guidance and its coordination and upgrading.

4. Programs and services for exceptional children. Examples: consultant and inservice training services to special education staff; coordination and/or supervision of instructional services for exceptional children; direct provision of service for low incidence exceptional children; home-bound instruction; and, pupil personnel services adapted to the needs of exceptional children.

5. Research and development programs and services. Examples: assistance in and/or provision of administrative and business management research and development studies such as budget analysis, cost studies, long-range financial planning, long-range facilities planning, and enrollment trends and projections; assistance in and/or provision of staff personnel research and development studies such

as salary schedules and professional negotiations; curriculum and instructional research and development such as needs assessment, development of objectives, pilot projects, and program evaluation; and, provision of literature dissemination, reviews, and critiques.

6. Staff development programs and services. Examples: inservice training for instructional personnel; staff development for noninstructional personnel such as bus drivers and cafeteria employees; staff development and inservice training for administrative personnel; and, developmental programs for members and officials of governing boards of local school districts.

Potential cooperative services are obviously diverse. They vary in kind, in the optimum size and delivery mechanism required, and in the incentives that will bring them about.

## MECHANISMS FOR COOPERATION

The activities of interdistrict cooperation are generally mediated through organizational structures. This section examines the structures through which cooperative action can be mediated in Minnesota.

The most common mechanism for interdistrict cooperation has been the host district, a mechanism by which a single district governs and administers a service which is purchased by other districts.

Historically, the host district has usually been the largest district in the service area. The central cities of Minneapolis and St. Paul, and to a lesser extent, Duluth, have a long history of setting up and vending services to surrounding districts. Examples are the Dowling School for Crippled Children in Minnespolis and the Lindsey School in St. Paul which were, for many years, the primary schools for orthopedically handicapped children in the Metropolitan area. Each school served several districts, with a commuting radius of up to twenty miles.

While host district services have declined in the central cities in recent years, they have expanded in other districts. From 1965 to 1970, for example, the Hopkins school district hosted an interdistrict special education facility. Governance of this facility, however, was the responsibility of the Board of Directors of the Educational Research and Development Council (ERDC) of the Twin City Metropolitan Area, Inc. (Krantz, 1970).

Each of the 33 Area Vocational Technical Institutes (AVTI) is operated and governed by a host district and serves students both from within the host district and from the school districts within the surrounding region. The state-wide plan for vocational education, however, provides some state-wide coordination of the AVTI's, especially with regard to services and operations.

A second mechanism for interdistrict cooperation is the joint board, allowed under Minnesota Statutes 1961, Section 471.59, *Joint Exercise of Powers*, as amended.

This statute permits two or more governmental units to enter into an agreement to jointly exercise "any power common to the contracting parties or any similar powers including those which are the same except for the territorial limits within which they are exercised." The exact limitations on the exercise of joint powers are, however, still not completely clear.

In Minnesota, joint boards have been used primarily to provide a single cooperative activity. One example is Total Information in Educational Services (TIES), the largest data processing organization in Minnesota.

A disadvantage of joint boards is members of the joint boards are appointed by elected local school board members. This tends to remove the joint board members from direct accountability to the public. The cooperative activity would rarely receive detailed attention by the individual participating districts unless a serious dissatisfaction arose.

By specific acts of the legislature, special joint districts have been formed as a third mechanism of cooperative endeavor. There are three such entities in minnesota: The Suburban Hennepin County Vocational Technical Schools (District No. 287); District No. 916, located in White Bear Lake, Minnesota and serves the Northeast Metropolitan Quadrant; and, the Dakota County Vocational Technical Schools (District No. 917). These districts have powers and duties similar to those assumed by a joint board. The special joint districts have taxing authority; are empowered to act as independent school districts; and, are charged with responsibilities in the areas of vocational education, special education, and driver training. Their governing bodies are appointed by the boards of their respective member districts.

The Educational Cooperative Service Units (ECSU), whose formation was made possible under Minnesota Statutes, 1976, Chapter 8, is a fourth mechanism for interdistrict cooperation. The purpose of the ECSU is to provide services on a cooperative basis that would be not economical for school districts to provide on their own. The act also provides that all districts within Development Region XI, comprising the metropolitan Twin Cities area, participate in regional educational planning.

Start-up monies are available for the formation of ECSU's in ten regions throughout the state. At the present time, regional offices have been established or are about to be established in the Twin Cities, Rochester, Mankato, Marshall, Fergus Falls, Duluth, and Bimidji.

The Educational Service Agency (ESA), established by a special act of the legislature in 1973, was the prototype for the ECSU. The ESA served school districts in the Southwest and West Central Educational Service Area, and provided administrative services, data processing, evaluation and research, vocational education, teacher personnel services, regional planning, and vocational rehabilitation.

Another mechanism for cooperation, the voluntary educational cooperative, is generally formed under a joint powers agreement, but may include a mixture of groups or agencies such as local school districts, colleges and universities, Title III centers, regional educational laboratories, state education agencies, and other social or community agencies. A well developed voluntary educational cooperative protects the autonomy or local control of the basic unit while providing the benefits of a complex agency (NCEC, undated).

School study or development councils are another possible mechanism. "A school study council (also often called school development council) is a group of local school systems loosely confederated, usually under the sponsorship of a college of education, organized for the purpose of solving defined educational problems existing in member schools" (NCEC, undated). In Minnesota an example of such a council is the Metropolitan Educational Research and Development Council (ERDC), a nonprofit corporation made up of 42 school districts. Because this type of school study council is not a true school district, it is at some disadvantage in offering certain kinds of interdistrict cooperative services. On the other hand, these councils have a great capacity for flexibility and, partially through their linkage with institutions of higher education, they have a history of research capability.

They also have a history of initiating activities that later "spin off" into more formal sponsorship. The Metropolitan ERDC, for example, initiated the development of TIES and the Social Studies Resource Center.

Finally, interdistrict cooperation can occur within industry-education cooperatives. Such cooperatives are found in California, Connecticut, Delaware, Illinois, Iowa, Massachusetts, Ohio, and Oregon (NCEC, undated).

## OPTIONS OPEN TO EDUCATIONAL POLICY MAKERS

Public education is the responsibility of the state. Hence, the legislative, executive, and judicial branches of state government all have an interest in education and its conduct within the state.

The legislative branch of government holds fiscal control over local education agencies, and has recently become interested in such phenomena as fluctuating school enrollments, interdistrict cooperation, and the effectiveness for shaping educational policy.

The executive branch includes the Governor, the State Department of Education, and other state agencies plus some agencies, such as the Departments of Welfare and Corrections, also are engaged in varying capacities in the conduct of educational programs.

As part of the executive branch of government, the State Department of Education has the ability to provide strong incentives to interdistrict cooperation. Within broad limits set by the legislature, the Department of Education can promulgate rules and regulations that have the force of law; can interpret legislation commensurate with its desires; and, can require that school districts regularly report specific types of information, thus mandating attention to a given activity.

Quasi-governmental entities, such as the Legislative Advisory Council on Fluctuating School Enrollments also have substantial impact in shaping policy and incentives in Minnesota's educational system.

Last, the judicial branch of government, through its decisions, reveals its opinions regarding educational policies, their legality, and their overall effectiveness.

The state government thus wields a large amount of power which can be used to facilitate interdistrict cooperation. A similar analysis could be performed at the federal level; however, the power of the federal government is beyond the reach of the Advisory Council on Fluctuating School Enrollments and will therefore not be considered here.

The following options may be considered by educational policy-makers in light of the previous analyses of rational and controlled incentives; areas of cooperation; types of cooperative endeavors; and the power inherent in levels of state government. These options are by no means mutually exclusive.

## *OPTIONS* *OPTIONS*

Mount a general promotion and public education campaign designed to strengthen the existing trend that favors interdistrict cooperation in general. This campaign could be mediated through the State Department of Education, as well as through the State Commissioner of Education's report(s) to the legislature.

Support and encourage the formation of mechanisms for interdistrict cooperation, most probably specifying the organizational form of the mechanism, such as educational cooperative service units, joint boards, and special joint districts.

*Support and encourage specified cooperative activities* by eclectic mechanisms as to organization or structure of cooperation.

*Propose fiscal incentives for interdistrict cooperation*, such as, earmarked funding, differential amount or speed of cash flow to cooperative activities, or riders on provisions for funds.

*Promote the granting of additional powers to cooperative programs* as an incentive, i.e., authority to conduct certain programs only on cooperative basis, or authority to levy additional taxes for cooperative activities or organizations.

*Propose and promote administrative regulations*, e.g., mandates, operating rules, reporting requirements, by the State Department of Education that will serve as incentives to interdistrict cooperation.

*Promote adoption of plans* by the State Department of Education that will facilitate the creation of specific mechanisms and activities of interdistrict cooperation.

*Propose specific legislation to provide incentives* to interdistrict cooperation. This is assumed to be a mandate to the Commissioner of Education, and need not be further examined here, except to note the observation of Hooker and Mueller on the related subject of school consolidation (1970):

> "Any legislation involving the use of incentive features must maintain those features at a high enough support level so they are indeed attractive enough to encourage reorganization. . .School district reorganization legislation must be kept current to be effective; stagnant legislation will impede the process. . ."

Although some support exists regarding the utility of the foregoing options, further research is necessary to document more conclusively specific incentives to interdistrict cooperation. Such research might involve the monitoring of events as a cooperative endeavor comes into being; or the reconstruction of the developmental histories of existing cooperative endeavors.

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2.

# INTERDISTRICT COOPERATION STUDY*

Prepared by the Minnesota State
Department of Education

## *Introduction*

The data for this paper were derived from two studies conducted by and for the Division of Planning and Development of the Minnesota Department of Education. The first study tabulated and analyzed the results or surveys of school districts and was conducted by seven regional planning agencies in the State.[1] These surveys elicited data on the types of existing interdistrict cooperation as well as the types of activities which district personnel felt would be appropriate for Educational Cooperative Service Unit (ECSU) implementation. In the second study, the area of incentives for interdistrict cooperation was examined in detail.[2]

## *Current Status of Cooperation in Minnesota School Districts*

The above mentioned surveys did not elicit data on interdistrict cooperation from all of Minnesota's development regions. In addition, the seven surveys were independent in design and execution, and the resulting responses/results are not precisely comparable. Following is a synopsis of existing interdistrict cooperation:

Regions 1 and 2: No data were submitted for this part of the survey.

Region 3: No survey was conducted in this region.

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

[1] Division of Planning and Development, Minnesota State Department of Education: Regional Cooperation and the Proposed Educational Cooperative Service Unit Organization.

[2] Advisory Council on Fluctuating School Enrollments: Incentives for Interdistrict Cooperation.

Region 4:

| Service or Program | Number of Districts | % of Responding Districts |
|---|---|---|
| Special Education | 27 | 96.4 |
| Vocational Education | 20 | 71.4 |
| Psychological Services | 18 | 64.3 |
| Cooperative Purchasing | 8 | 28.6 |
| Teacher Employment | 2 | 7.1 |
| Other | 5 | 17.9 |

Regions 5 and 7:

| Service or Program | Number of Districts | % of Responding Districts |
|---|---|---|
| Special Education | 56 | 93.3 |
| Vocational Education | 39 | 65.0 |
| Cooperative Purchasing | 31 | 51.7 |
| Film Library | 22 | 36.7 |
| Mental Health Services | 15 | 25.0 |
| Shared Classroom Teachers | 6 | 10.0 |
| Cooperation with Colleges | 1 | 1.7 |
| Other | 19 | 31.7 |

Regions 6 and 8: No survey was conducted as an ECSU type organization is already in existence in these regions providing services in areas such as special education, social and psychological services, cooperative purchasing, and media services.

Region 9:

| Service or Program | % Public Respondents | % Non-Public Respondents |
|---|---|---|
| Speech Pathologist | 67.0 | 51.0 |
| Mental Retardation Tchr. | 67.0 | 9.0 |
| Vocational Education | 61.0 | 3.0 |
| Psychologist | 54.0 | 34.0 |
| Social Workers | 37.0 | 14.0 |
| SLBP | 22.0 | 20.0 |
| Hearing Handicap Tchrs. | 22.0 | 11.0 |
| Nursing | 20.0 | 71.0 |
| Cooperative Purchasing | 20.0 | 0.0 |
| Psychiatrist | 13.0 | 23.0 |

Region 10:

| Service | % Public Respondents | % Non-Public Respondents |
|---|---|---|
| Special Education | 92.7 | -- |
| Film Libraries | 34.5* | |

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*Lack of mutually exclusive categories prevents aggregation of like-type activities into larger categories. For example, a substantial number of schools noted cooperation in other media services (in addition to film libraries).

| Service | % Public Respondents | % Non-Public Respondents |
|---|---|---|
| Computer Services | 60.0 | 2.0 |
| Vocational Centers | 27.3 | -- |
| Vocational Center Plng. | 21.8 | -- |

Region 11:

| Service | Number of Participating Districts** |
|---|---|
| Special Education | 53 |
| Data Processing | 40 or more |
| Vocational Education | 31 |
| Research and Development | 41 |

## *Inhibitors to Cooperation*

The Advisory Council's paper on incentives to interdistrict cooperation lists three inhibitors to cooperation. These "rational distinctives" may be described as:

1. A fear that the new cooperative structure will tend to isolate the original governing body from its natural constituency.

2. A fear that cooperation may cause or permit the existence of units or layers of organization which ideally should cease to exist.

3. The possibility of the mere appearance of cooperation without actual cooperating taking place.

## *Fiscal Incentives*

The Advisory Council's paper on incentives to interdistrict cooperation discussed a number of aspects of the provision of fiscal incentives to encourage interdistrict cooperation. Not discussed, however, are the dollar levels which would be required or most optimal.

The first type of fiscal incentive refered to is "differential funding." This could consist of a direct grant of money earmarked to a specific activity. Or it might be a direct grant to support a particular organizational vehicle. The incentive mechanism could, in whole or in part, be the timing of cash flows. It is pointed out in the Council's paper that differential funding might turn out to be less than effective if funding is never discontinued irrespective of the degree of evasion or non-compliance.

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**A number of districts outside of Region 11 participate in certain services listed.

Another approach to fiscal incentives is to grant, to cooperating agencies, the authority to levy taxes. This is particularly popular with financially pressed school districts who are not able to continue expansive programs or services.

A major problem with the use of many fiscal incentives is related to the financial structure and practices of school districts. They (incentive funds) can too easily be manipulated by the district and "lost" in the shuffle of the monies received from the large multiple funding sources. Consequently, incentive funds should be substantial enough to support the cooperative programs.

## Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Interdistrict Cooperation

2. Purpose of Study:
   1) To determine the feasibility of fiscal incentives for interdistrict cooperation.
   2) To determine level of fiscal incentives for consolidation which would be distributed on a prorated basis according to size of the new district.

3. Related Problem Areas:
   Section IV A6 Organization/Governance
   Section IV B6 Organization/Governance

4. Related Alternative Solutions:
   Alt. Sol. 41 Fiscal Incentives for Interdistrict cooperation
   Alt. Sol. 45 Fiscal Incentives to Consolidation

5. Questions to be addressed:
   1) What is the current status of cooperation statewide in vocational education and special education by region?
   2) What are the inhibitors to cooperation? (e.g., paying mileage for travel)
   3) What level of fiscal incentives should be considered to encourage cooperation?
   4) What levels of fiscal incentives should be considered in encouraging consolidation of two or more districts?
   5) What is the feasibility of more than two districts consolidating?

6. Required Data Base:
   1) Current status of cooperative programs
      a. # of districts
      b. by region
      c. total statewide
   2) Woodlake-Echo Cooperative Agreement beginning 1977

7. Desired Format of Report:
   1) Current status of cooperative programs in Minnesota
      a. level of authority
   2) Inhibitors to cooperation
   3) Level of fiscal incentives for interdistrict cooperation
   4) Level of fiscal incentives for consolidation
   5) Recommendations:
      a. fiscal incentives for interdistrict cooperation
      b. fiscal incentives for consolidation

8. Estimated Completion Date: May 1, 1976
   Reporting Date: May 7, 1976 (Council meeting)

3.

# COOPERATIVE PURCHASING AND THE SHARING OF FACILITIES BY MINNESOTA PUBLIC SCHOOL DISTRICTS STUDY*

Prepared by the Minnesota State
Department of Education

## *Introduction*

Data used for this report were derived substantially from two studies conducted by or for the Division of Planning and Development of the Minnesota Department of Education. In the first study, seven regional agencies surveyed their school districts on their participation in interdistrict cooperative efforts as well as on their views regarding the proper role of an Educational Cooperative Service Unit (ECSU), also referred to as ESAs. These surveys were incorporated into one report by the Division of Planning and Development. The second study, currently unpublished, was an economic examination of two cooperative purchasing programs--one operated by the Southwest and West Central Educational Service Area (SW & WC ESA) Media Center in Montevideo and the other operated by the Central Minnesota Educational Research and Development Council (CMERDC) in St. Cloud.[1]

## *Cooperative Purchasing*

### *Current Status:*

The regional surveys indicated interdistrict[2] cooperative purchasing as follows:

Regions 1 and 2 -- no data was submitted
Region 3 -- no study made in this region
Region 4 -- cooperation by at least 8 districts[2]
Regions 5 and 7 -- cooperation by at least 31 districts[2]
Region 9 -- cooperation by at least 9 districts[2]
Region 10 -- no cooperation noted in survey

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

[1] The Surveys did not query the districts as to possible cooperation with other units of government (city, county, etc.).

[2] A response was not received from every district in the Region.

Region 11 -- no cooperation noted in survey

In addition to the above, approximately 90 districts in Region 6 and 8 participate in the cooperative purchasing program run by SW and WC ESAs Media Center. Although the above data is somewhat incomplete, it does appear that most of the State's interdistrict cooperative purchasing is in Regions 4, 5, 6E, 6W, 7E, 7W and 8 and utilizes a ECSU type vehicle (the SW & WC ESA Media Center or the CMERDC).

## *Perceived Problems*

None of the studies addressed themselves to potential problems involved with cooperative purchasing programs. Staff at both the Media Center and the CMERDC submit that their programs are popular with their member districts. By contrast, however, cooperative purchasing was not one of the services which the surveyed districts felt should be given priority by a regional ESA organization. Conceivably, lack of experience with this type of program might explain this seemingly inconsistent situation.

## *Cost Effects*

The studies of the cooperative purchasing operations of the SW and WC ESA and the CMERDC were conducted via an in-person visit to these operations and interviews with the personnel in charge. On the basis of these investigations, it appears that these operations can provide significant savings to the small to medium size school districts typical of those found outside the State's major metropolitan areas (Twin Cities and Duluth).

The cost studies of these two operations used as its point of departure data supplied by the operations themselves regarding the per item prices paid by their member districts and those paid by similar sized districts who were not in the program. They submitted that their surveys indicated that these direct savings averaged from 25 to 35 percent for the total of all items purchased for the districts in their programs. The researcher from the Division of Planning and Development converted these estimates into dollar values and then proceeded to assign the necessary fixed and overhead charges required in the derivation of net savings. A brief recap of the two operations is as follows:

### SW & WC Media Center Operation

Direct Savings:

| | Before Coop Purchasing | Media Center Cost | Direct Savings |
|---|---|---|---|
| Paper Products | $304,664 | $208,347 | $96,290 |
| Equipment | 85,915 | 44,700 | 41,215 |
| Lamps, Bulbs | 37,339 | 18,416 | 18,923 |
| General Supplies | 27,532 | 14,293 | 13,239 |

Overhead and Administrative Costs:

| | |
|---|---|
| Delivery Costs (Van depr., gasoline, salaries, etc.) | $2,244 |
| Storage Costs (Bldg. depr., utilities, etc.) | 894 |
| Administrative and Support Staff | 10,640 |
| | |
| Net Savings | 13,778 |
| Percentage Savings $\frac{155,889}{455,449} = 34.2\%$ | $155,889 |

## Central Minnesota Educational Research and Development Council Operation

| | |
|---|---|
| Estimated Cost Without Cooperative Purchasing | $893,904 |
| Less: CMERDC Bid Cost | 670,428 |
| Direct Savings | 223,476 |

Administrative Overhead Costs:

| | | |
|---|---|---|
| Delivery Costs | $12,000 | $12,000 |
| Building Costs | 5,885 | 5,885 |
| Utilities and Supplies | 2,098 | 2,098 |
| Administrative and Support Staff | | 13,300 |
| | | |
| Net Savings | | 33,283 |
| Percent Savings $\frac{190,193}{893,904} = 21.2\%$ | | $190,193 |

At least part of the difference in the percentage savings between the two operations may reflect the difference in the items purchased. The CMERDC operation included substantial quantities of foodstuffs; the Media Center operation did not (the Media Center has since added foodstuffs). The per item savings possible on the purchase of foodstuffs is not as substantial, for example, as the obtainable on audio-visual equipment.

It should again be emphasized that the very important figures on direct savings were taken from the records of the operations, themselves. No independent survey has so far been attempted to verify the reasonableness of the estimates.

### *Feasibility/Alternatives*

On the basis of the above two operations, cooperative purchasing definitely appears feasible. Districts might also investigate the possibility of cooperation with other governmental units in thier immediate area (e.g., cities, counties).

### *Recommendations*

Not in the purview of researcher.

## *Sharing Facilities*

### *Current Status*

Reference is again made to the studies conducted by the seven regional agencies. The first part of that study was a survey of existing coop facilities. A brief synopsis of this survey is as follows:

Regions 1 and 2 -- no data was submitted
Region 3 -- no study made in this region
Region 4 -- at least 20 districts share a vocational center[3]
Regions 5 and 7 -- at least 39 districts share a vocational center and at least 22 share a film library[3]
Region 9 -- at least 28 districts share a vocational center[3]
Region 10 -- sharing of vocational center, film library, and data processing equipment and services
Region 11 -- substantial sharing of data processing equipment and services; also, sharing of vocational center

Interdistrict sharing of a vocational center is by far the most commonly shared facility.

### *Feasibility*

Again, as with cooperative purchasing, the existence of widespread sharing of facilities such as vocational centers seems to indicate the feasibility of the concept. As a matter of fact, incentives for sharing may be considerable. Three hundred and twenty-nine of the State's 436 school districts experienced a decreasing enrollment trend between October, 1974 and October 1975.[4] A substantial number of these districts are contiguous with each other. By contrast, only 80 districts displayed a growing trend, and 79 of these were contiguous with one or more of the declining districts.

### *Inhibitors*

Possibly the only major inhibitor may be geographical considerations (e.g., one elongated district contiguous with a similar district but in a geometrically inappropriate manner).

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[3] A response was not received from every district in this Region.

[4] The enrollment trend is defined as the change in a district's grades 1-6 enrollment between consecutive October 1sts. A value of under 100 percent implies a decreasing trend, 100 percent no change, and greater than 100 percent a growth trend.

## Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Cooperative Purchasing and Sharing of Facilities

2. Purpose of Study:

   1) To determine the feasibility of cooperative purchasing between school districts and other governmental units through the State Department of Administration or the Regional Service Units.
   2) To determine the feasibility of the legislature providing incentives for the leasing or sharing of school facilities between school districts and other governmental units.

3. Related Problem Areas:
   Section IV A3 Facilities
   Section IV4a Student Facilities
   Section IV 5c Instructional Supplies and Equipment
   Section IV B3 Facilities

4. Related Alternative Solutions:

   Alt. Sol. 20 Cooperative Purchasing
   Alt. Sol. 21 Incentives for sharing facilities

5. Questions to be Addressed:

   A. Cooperative Purchasing -

      1. What is the current status of cooperative purchasing?
         a. state level
         b. regional level
         c. district level
      2. What are the perceived problems with cooperative purchasing?
         a. state level
         b. regional level
         c. district level

   B. Incentives for sharing facilities -

      1. What is the current status of the sharing of facilities between districts?
      2. What declining and growing districts are currently in a position to geographically utilize this concept in the future?
      3. What are the inhibitors to sharing facilities?
         a. cultural
         b. revenue
         c. educational program
         d. geographic location

6. Required Data Base:
    1. # of districts currently participating in cooperative purchasing
    2. Current state level activity in cooperative purchasing
    3. Current regional level activity in cooperative purchasing
    4. # of neighboring declining/growing districts by geographic location and region

7. Desired Format of Report:

    A. Cooperative Purchasing -
        1. Current status
        2. Perceived problems
        3. Cost effects
        4. Feasibility/alternatives
        5. Recommendations
    B. Incentives for sharing facilities -
        1. Current status
        2. Feasibility
        3. Inhibitors
        4. Recommendations

8. Estimated Completion Date: May 1, 1976

Reporting Date: May 7, 1976 (Council meeting)

## RECOMMENDATIONS BY THE ADVISORY COUNCIL ON FLUCTUATING SCHOOL ENROLLMENTS CONCERNING INTERMEDIATE EDUCATIONAL UNITS

### Preface

The Advisory Council on Fluctuating School Enrollments was created by the Minnesota Legislature in 1974, to "examine, by whatever means it deems appropriate, the impact of fluctuating school enrollments and their consequential effect on the quality and cost of education" (Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3).

In addition, the Council was specifically required to make findings and recommendations regarding, "the optimal size of regional units of cooperation" [Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3(f)]. In light of this requirement and the likelihood of legislative action at the 1975 Session on regional units of cooperation, the Council considered it propitious to make preliminary and tentative recommendations at this time on one topic primarily--that of the appropriateness, desirability, and utility of developing intermediate educational structures lining the broadest capacities of the State Department of Education to the specific needs of local school districts.

By restricting the preliminary recommendations to issues related to RESA's* the Council is not indicating that the RESA's are the prime or major response to the problems associated with fluctuating enrollments. The limitation of focus of this report is solely based upon time limitations and our belief that RESA's would be high on the legislative agenda for 1975.

Presently, a number of proposals have been made concerning these intermediate structures. The Metropolitan Council, Citizens League, the Educational Research and Development Council of the Twin Cities--among others--have generated diverse approaches to the question, and while they vary in many ways, they have as their core the idea that regional educational service areas (RESA's) can provide essential programs and services to larger populations and often at lower costs. They are a kind of educational "shock absorber," so that districts whose enrollments may vary substantially in the future shall continue to have access to, and make available, the best possible educational program for all of the state's children.

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* In proposed legislation, a regional education service area is called an educational cooperative service unit. The concept, however, is essentially the same.

The Council wishes to emphasize that because of the need to make a prompt and forthright recommendation, no hearings or other solicitation of citizens' reaction have been held or made. The Council will utilize these and other appropriate methods to inform itself fully and factually before promulgating additional findings.

## Recommendations

1. The Council believes that the Minnesota Legislature should provide for a statewide arrangement of regional educational service areas.
2. The Council believes that the initial organization of each area should occur only upon petition to the State Board of Education by a majority of all school districts in the designated area.
3. The Council believes that, in general, each of these areas should be contiguous with the extant Development Regions.
4. The Council believes that participation in each area should be voluntary, except that all local districts should be required to participate in planning activities on a regular basis.
5. The Council believes that the primary function of these areas would be the provision of planning and other services to local districts, according to locally derived needs as expressed through regional priorities.
6. The Council believes that funding for each area should be based on a combination of state support and fees for services to districts.
7. The Council believes that each area should be governed by lay citizens selected on a proportional basis by local school board members, with advice and counsel from a board of administrators.

Subsequent sections of this document examine each recommendation in greater detail.

1. The Council believes that the Minnesota Legislature should provide for a statewide arrangement of regional educational service areas.

   The Council supports the adoption of the RESA concept for four reasons: (a) it will provide better educational programs and services than do present structures and thereby contribute to the achievement of the constitutional goal of a "general and uniform" Educational System; (b) it will allow broad flexibility in areas with fluctuating enrollments; (c) it will permit planning on a statewide basis; (d) of alternative plans, the regional unit is most appropriate for Minnesota's educational needs.

## Services

In the last 25 years, school districts have found that their capacity to provide a high level of service is constrained by increasing costs, inadequate instructional resources, insufficient levels of support service, and an inability to attract and hold qualified staff (Stephens, 1973, p. 18). Under such conditions, programs or services are often cut back on a district-to-district basis when these services could be retained and delivered in an efficient and effective way under the "umbrella" of a regional structure. To some degree, the RESA can protect districts from either having to lop off programs or services for most students or having to cut back on very expensive programs for small populations. The experience, albeit brief, of the pilot Southwest MESA, demonstrates the ability of the RESA concept to enhance the quality and general availability purchasing of services, media services, special education programs and services has apparently begun to make differences in the schools served by the Southwest and West Central MESA.

## Flexibility

As the school-age population begins to fluctuate with the down-turn in the state's birth rate and with varying migration patterns, there will be enrollment dislocations in Minnesota's school districts, as there already are in Twin Cities suburbs. These fluctuations will continue and will become even more exaggerated in the next 10 years (Christenson, 1975; Reinhardt, 1975). As enrollments decline, for instance, the capacity of a district to maintain more than a minimum level of program will become problematic. Since school funding is based ultimately on the kind and number of students in a district, year-to-year enrollment fluctuations will have an immediate and serious impact on local district operations, whether these districts are large or small, urban or rural. A regional structure will assist the declining enrollment district by providing those services it could not otherwise afford to offer on its own. In the case of a district with expanding enrollments, the regional structure can assist in the rapid development of programs and services on a cost-effective basis.

## Statewide Planning

It is increasingly apparent that the educational structure in the state needs to develop a planning capability which mediates between the broadest planning function at the state level and the planning accomplished at the district level. The RESA will permit quickpl collection of data on level. The RESA will permit quick collection of data on a regional framework by the RESA to accommodate both local and regional planning needs. At the same time, the RESA can turn around and provide data from the region to appropriate state agencies. One may surmise the rapid development of an educational planning network which is congenial to both state and local frames of reference. The regional unit will play a vital part in forging and maintaining those links.

### *Other Alternatives*

There are four basic ways of responding to these challenges: increasing district size and so decreasing the perception of local control; developing an environment within which cooperative ventures by local districts might flourish; direct delivery of services to districts by the SDE; and development of a regional structure between the district and SDE.

The first and third of these carry with them the certainty of increased state participation, and this is construed by many to mean increased state control. Or, putting it in a slightly different light, it might be argued that local participation in educational affairs would become more diffuse and less potent with increased district size or greater state participation.

The second alternative has worked with success in other states, although it seems clear that by design, cooperative ventures never enjoy statewide impact as they inevitably reflect a kind of preordained fragmentation. For example, for a variety of reasons duplication of effort cannot be controlled, and in general these ventures are confined to one or two specific kinds of programs, rather than an array of them (Urzi, 1974).

The RESA concept provides a reasonable method of accommodation to local and state needs, particularly in the areas of what has been called "articulation, coordination, and supplementation" (Rhodes, 1963, pp. 9-13). On the one hand, a RESA can measure, through many techniques, what it is which local districts require, develop programs which respond to those requirements, coordinate these activities, and act as an adjunct to appropriate local and state services.

There is no doubt that the interests of districts in maintaining local control is better served through the regional unit as compared to the other methods outlined above. But it is also probably true that the state receives greater benefits for monies expanded in RESA's than in other arrangements.

For example, the Southwest and West Central educational service area (the "pilot" ESA) was authorized by the legislature in 1973 to "assist in meeting specific educational needs of children in participating districts" and to "supplement the educational program of local school districts in areas of special need or areas of low incidence of pupils and enrollments." The pilot ESA has increased the overall level of educational service in that part of the state without depriving the local districts of autonomy or the state of vast amounts of resources. The extent to which such advantages may be directly measured is not totally clear, but the trend is a positive one.

There is natural and understandable resistence to the development of another level in the state's educational hierarchy. The RESA is by no means a radical choice in the alteration of Minnesota's elementary and secondary educational structure, but it does create another administrative level, a development which suggests a new range of organizational problems which shall require thoughtful attention. As a partial "re-tooling," the RESA would have eventual impact on both local and state level educational agencies.

The Council continues to be aware of, and sensitive to, the concerns of local districts across the state that the genesis of RESA's would impinge on local imperatives. We believe that it is in the best interests of education to continue the local perception of local needs as the central point in any consideration of RESA's.

2. The Council believes that the initial organization of each area should occur only upon petition to the State Board of Education by a majority of all school districts in the designated area.

Since we have concluded that the RESA concept has much to offer to the state of Minnesota, especially in an era of inflation and fluctuating enrollments, we have given serious thought to recommending that the State Legislature create the RESA's themselves by statute. Such an approach would insure the most expeditious implementation of the concept.

Nonetheless, we have concluded that it would be unwise to take this approach. Instead, we recommend that the State Legislature enact enabling legislation and leave the creation of the RESA's to the school districts in each Development Region.

There are several reasons for this decision. Since the primary purpose of RESA is to organize and provide programs, services, and planning to local districts, it is appropriate that districts in the area exercise control over the initiation and development of a RESA in that area. Moreover, there is substantial evidence that the school districts in several of the Development Regions are already prepared to create RESA's. Thus, there promises to be expeditious implementation without raising the often emotional issue of local control and without obscuring the merits of RESA's.

3. The Council believes that, in general, each of these areas should be contiguous with the extant development regions.

As noted above, one of the specific issues the Council was asked to address was, "the optimal size of regional units of cooperation" [Laws of Minnesota, 1974, Chapter 355, Sec. 68, Subd. 3 (f)].

We have concluded that the most appropriate size of RESA's is that associated with the Development Regions. The size is not necessarily the "optimal" one in terms of a financial analysis. Indeed, we do not think it is possible to find any one measure of size that is "optimal" in this sense. Rather, the Development Region's size is "optimal" in the sense that, in weighing the various alternatives, it seems to be the best one.

One of the most thorough examinations of the intermediate unit plan reviewed a number of standards involved in the organization of RESA's (Stephens, 1967). Typically, these involve a minimum student population, a certain number of districts, geographical size and travel time considerations, financial base, and--as in the Council's recommendation--delineation according to other already existing substate level governmental areas, units, or structures.

Minimum student population is a convenient, if somewhat inefficient, way of thinking about organizing RESA's. Inman's review (1966, p. 25) of seven states with intermediate units showed a range from a 5,000 pupil minimum to 125,000 in New York state. Boundaries based on student populations may be drawn arbitrarily or capriciously, isolated from the reality of shared problems across a number of districts similar in other ways. If minimum populations are enforced as a criterion for an area, then boundary changes would have to be considered as enrollments varied. If implemented, RESA's would be adding and deleting districts at irregular intervals, hardly a stable arrangement for any organization.

Often, enrollment standards are combined with the physical considerations of distance and travel time. One "rule of thumb" has it that no local district should be more than one hour travel time or 50 miles from the RESA central office. (Other variables pertain, of course, from the quality of highways to the locations of populations to be served and local weather conditions.) Such constraints are not unreasonable, but they ought not to be the sole criterion.

The number of districts in the RESA is a function of the first three factors above, and as districts vary in size--area and population--it is not a particularly productive strategy to use.

Financial base is mentioned by Stephens and others, but it is never defined and discussed. One may surmise that it is based on some sort of valuation scheme and other revenue-derived criteria. It does not appear to have been used by any state as a prime standard.

The standard which the Council recommends, that of adhering to Development Region boundaries, is practicable because of relative ease of adoption, because such a resolution would avoid drawing another set of boundaries (of which there already seem to be too many) and would tend to reinforce the identity of the regions as a focal point of decision-making, and because these areas offer reasonable size and population parameters for the short and medium-range future.

RESA's so construed would have a high potential for responding to local and regional concerns because of their comprehensible size, and yet they would be large enough to adjust to enrollment variations and still provide effective and efficient programs and services to districts.

Under certain circumstances, persuasive circumstances, a district on the border of a region may wish to join the RESA in the adjacent region. The Council believes that such options should be granted within the constraint of reason and operating efficiency. Some flexibility is desirable in this regard.

4. The Council believes that participation in each area should be voluntary, except that all local districts would be required to participate in planning activities on a regular basis.

Voluntary participation has the advantage of retaining initiative power (and terminating power as well) in the local district. This arrangement explicitly increases the need for the RESA to remain responsive to local problems and needs.

If participation were mandatory, the question of increased state control becomes germane. The local district would then have another educational power with which to contend, and because organizations behave in fairly predictable ways, the local district would probably have to accept programs and services not all of which it would select on its own.

The Council feels that a reasonable case can be made for voluntary participation in programs and services and mandatory cooperation in regional needs assessment and planning. Planning includes such activities as, "...school enrollment projections, program evaluations, studies of human and fiscal resources availability and distribution" (adapted for ERDC Proposal, 2/3/75). A school district can select programs and services appropriate for it, while the regional agency has the advantage of developing rather complete regional data for its own uses. And in this way a nonparticipating local district might be enticed into participation over time. Or, if the district continued not to participate, it could continue to check local perceptions of need with those in neighboring districts.

There is little doubt, however, that there is considerable skittishness about state control, as it is tied to this question of mandatory versus voluntary participation. Weighted against that concern is the clear-cut need for a broader and more effective planning base at the regional level. As has been observed, "The educational system has grown substantially through experience and as a result of pressures to meet growing needs rather than through careful analysis and planning" (Reller and Corbally, 1967, p. 145). Required participation in planning will permit better anticipation of need at a level closer to local school districts. A substantial increase in the coordination, quality, and acceptance of planning would undoubtedly occur. (*See* comments under Recommendation 1.)

The Council is concerned that those districts which may elect to not participate in a RESA structure may be those districts which would profit most from such an arrangement. That is an important risk, but one which must be taken, for if the RESA concept is valid—and the Council believes it is—then most districts would find it advantageous to participate. It seems clear that voluntary participation is preferable to other alternatives.

5. The Council believes that the primary function of these areas would be the provision of planning and other services to local districts, according to locally derived needs as expressed through regional priorities.

The design of the organization is, in the view of the Council the crucial question in regard to the existence of RESA's. In other states, these structures have been restricted to the service function, although in rare instances some regulatory power has been assigned. As the "pilot" ESA report states, "Some ESA units provide programs and services directly to children often in conjunction with a school district. Other such units provide an advisory or consultative service to the district and the district, in turn, provides for the needs of students" (1974, p. 7). The Minnesota ESA serves both functions as follows:

*Administrative Services*
  *Comprehensive Educational Planning*
  *Data Processing*
  *Proposal Development*
  *In-Service Programs*
  *Professional Information Center*
  *Statewide Facilitator*

*Instructional Services*
- *Fine Arts and Humanities*
- *Gifted Students*
- *Human Relations*
- *IGE and Right to Read*
- *Testing and Counseling*

*Special Education Services*
- *Alternatives for Emotionally Disturbed Adolescents*
- *Coordination of Mentally Retarded Programs*
- *Coordination of SLBP Programs*
- *Developmental Disabilities*
- *Education Service Centers*
- *Hearing Impaired*
- *Special Education Instructional Materials Center*
- *Special Education Regional Consultant*

*Media Services*
- *Cooperation Purchasing*
- *Equipment Repair*
- *Media Distribution*
- *Printing*
- *Resource Center: Right to Read*

The Council believes this array of services (ESA, 1974, p. 8) to be indicative of the typical structure of a RESA, and that it is in the best interests of both the districts and SDE to constrain the function of RESA's to service only.

There is a danger--and a probability--that in locating a regulatory function in the RESA, the districts will feel threatened. And while it might be something of a relief for the SDE to spin off certain superficial regulatory functions, such an arrangement might be contrary to either tradition or the optimal functioning of the educational structure of the state.

It is plainly difficult to attempt to serve two masters, and the burden of existing as a link between the SDE and the district is sufficiently onerous without the inclusion of a governance function. The assigning of even a minimal or superficial regulatory power creates a set of less than amicable conditions within which the three levels must operate.

The significant factor, as the ESA report suggests, is the "method for determining priority needs and level (state, region, school district)" (1974, p. 7). As it has stated in Recommendation 4, the Council believes that all districts, regardless of membership status, should be involved in the assessment of local and regional needs.

The Council assumes, additionally, that local needs vary from region to region and that, as a result, the articulation and delivery of programs and services would also vary. Whether subsumed under the aegis of responsiveness or flexibility or innovation, it is important that such differences among RESA's be considered essential rather than aberrational.

Another way of examining the question of service versus regulatory functioning is to ensure a minimum of "developmental or incremental" regulation by exclusing from governance those with either indirect or direct ties to the SDE positions. This will be developed in Recommendation 7.

6. The Council believes that funding for each area should be based on a combination of state support and fees for services to districts.

Presently, the "pilot" ESA receives an annual $50,000 appropriation from the state, and additional monies are generated through dues and contracts for services from local districts. This approach to funding from a combination of sources is, not surprisingly, typical of RESA structures in other states, although the sources of funding do vary.

Other revenue producing possibilities include (a) authority to levy taxes of a limited amount, generally one mill: (b) a weighted formula for the distribution of state monies; (c) a flat grant from the state; (d) federal and private monies; (e) contracts or dues with state matching; (f) contracts or dues wihtout state matching; (g) various combinations of the above, as in the case of the "pilot" ESA.

The authority to levy taxes is appealing primarily because of its simplicity. However, this method would generate fiscal disparities from area to area, and this approach to funding is not especially sensitive to particular regional requirements.

The weighted formula allocates dollars according to both enrollment and property value factors. Like the power to tax, it implies that RESA;s would be funded regardless of their inclination to respond to local needs, but this approach would provide a fairer distribution of wealth than the power to tax.

The third method, the flat grant, has two variations. In the first, equal dollars are distributed to all RESA's; the second variation is to make the grants on a per capita basis. Local problems and requirements are generally disregarded in the flat grant.

In all these approaches, the hand of the state is visible, and while that may discomfort advocates of local control, one needs remember that education is a function assigned to the state.

The less critical methods cited in the literature are, first, contracts with state matching in which monies are allocated on the basis of the level of cooperative activities among districts. As Urzi suggests, cooperation may come at the expense of delineating local needs (1974, p. 11). Secondly, contracts without state matching involve total reliance on local resources which are probably insufficient to provide for a minimum level of service and which suggest year-to-year vulnerability of the RESA. In the words of the ESA report, "staffing and long-range planning (would be) difficult for both the service unit and constituent local districts" (1974), p. 27).

One might argue that a combination of funding patterns may be needlessly complex. Simplication, while appealing, tends to accentuate patterns of fiscal disequilibrium. In order to compensate for differing enrollments, patterns of wealth, programmatic and service requirements of decidedly different levels, the Council believes it to be more desirable to develop a funding plan which encompasses (and controls) many of the factors in question.

In particular, the flat grant by the state encourages organizational stability while still leaving room for local initiatives to be expressed. It may be that even with the flat grant funding, some districts may not have in their budgets available dollars to permit their participation in RESA programs and services.

The Council recognizes that the local school district budgets from which the fees for services are secured are contingent on the foundation aid program's being adequate. It is, therefore, incumbent upon the Legislature to fix the foundation aid formula at a level that would permit this expenditure.

Present funding patterns and district-to-district cost differentials may cause delays in joining the RESA. However, the Council velieves that this arrangement of combining flat grants with service fees is an equitable plan for resource distribution.

7. The Council believes that each area should be governed by law citizens selected on a proportional basis by local school board members, with advice and counsel from a board of administrators.

The question of governance is, as the Council has tried to suggest earlier, one of great importance. There is a critical need to "design" in the greatest degree of responsiveness in the board without neglecting the importance of experience in matters educational among lay citizens.

For this reason, the Council believes that school board members are in the best position to select representatives for the regional board. In some cases, the regional area board may be made up of school board members predominantly; in other instances, persons with limited school board experience but substantial prior contributions to the community in other areas may constitute the bulk of regional board membership. In all probability, varying combinations will result. The point is that the school board may choose whomever it wishes to serve.

Area board members should be elected on a proportional population basis (either of citizens or students) for terms not to exceed, for example, three years. Initially, the terms should vary so that a regular rotation of board members is encouraged. This can be reinforced by a decision as to the number of terms one may serve before one must leave the board for a time. Specific arrangements need to be developed as the area plan comes to fruition.

Finally, an advisory board should be developed which would utilize the skills and talents of local administrators in participating LEA's. This board would have no policy making responsibility; instead, it would serve as a locus of counsel and experience for the governing board in their deliberations.

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# TRANSPORTATION FUNDING

## Section E.

1.

# TRANSPORTATION FUNDING STUDY*

Prepared by the Minnesota State
Department of Education

## *Current Provisions of Transportation Aid Formula*

See Attachments A and B relative to pupil transportation financing in Minnesota.

## *Amended Transportation Aid Formula*

School districts do not report cost information by detail object of expenditure such as gasoline or tires.

The present aid formula uses a base cost per pupil transported plus an escalator to allow for price increases that occur between the base year and current year.

Annual legislative sessions provide an opportunity to adjust the aid formula if necessary for unusual price changes or other contingencies.

Pupil transportation is only one user of commodities such as gasoline and tires. Plant maintenance needs in this regard are funded by the foundation aid formula. Introduction of a special escalator, based on one of the national indices, for pupil transportation could stimulate demand for a special escalator in a number of areas of school finance.

The present transportation aid formula was implemented in the 1974-75 fiscal year. Thus, only one year of experience is available to analyze the effectiveness of the formula in funding district transportation costs.

Our analysis of the formula for 1974-75 is as follows:

| | Amount | Percent |
|---|---|---|
| District Authorized Cost | $64,804,142 | 100.0 |
| State Aid Earned | 49,994,187 | 77.2 |

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Study.

| | | |
|---|---|---|
| One Mill Local Levy | 10,376,681 | 16.0 |
| Total Aid Formula | 60,370,868 | 93.2 |
| Additional Local Funding | 4,433,273 | 6.8 |

Within six months, hopefully, the second year of experience will be available and we will be in a better position to evaluate the aid formula.

## *Transportation Funding for Student Activities*

School districts annually report information on transportation costs and miles traveled for student activity trips (extracurricular) and for field trips.

Actual number of pupils transported is not reported for either category of trips.

For the 1974-75 fiscal year, the following data was reported by school districts:

| | Cost | Miles | Cost/Mile |
|---|---|---|---|
| Student Activity Trips | $2,691,592 | 6,170,675 | $ .44 |
| Field Trips | 1,195,624 | 2,449,021 | .49 |
| Total | 3,887,216 | 8,619,696 | .45 |

The average cost per mile may be understated. The comparable reported cost for regular to and from school transportation is $.73 per mile.

New authorization and funding for student activity trips and field trips should be considered in conjunction with policies and guidelines relating to energy conservation. See Attachments C and D.

One method of funding is to provide a separate appropriation and funding formula based on cost per pupil, cost per mile, total number of pupils, or some other factor(s).

## *Transportation Funding for Personnel Needs*

The financing of personnel travel related to educational programs is a function of the foundation aid formula, not the pupil transportation aid formula.

ATTACHMENT A

## PUPIL TRANSPORTATION FINANCING IN MINNESOTA

### A. EQUALIZATION OF TRANSPORTATION FINANCING MS 124.222

The 1973 State Legislature enacted legislation designed to further equalize the financing of a district's pupil transportation program. A basic transportation levy of one mill is prescribed for each district which means the financing of authorized transportation operating costs, in terms of direct property taxes, is essentially the same regardless of where a property taxpayer resides.

The balance of authorized costs are financed by the State. However, in order to control excessive increases in such costs, the law as subsequently amended provides that transportation costs per pupil for the 1975-76* fiscal year, for purposes of the aid computation, must not exceed 118% of the district's transportation costs per pupil in 1973-74. Costs in excess of this limit must be financed by the district by means of a transfer of General Fund monies to the Pupil Transportation Fund.

### B. STATE AID PAYMENT SCHEDULE MS 124.222

The 1973 legislation provided that transportation aid be advanced on a current basis rather than paid in a lump sum on a reimbursement basis as in previous years. The aid schedule calls for 30% of estimated current transportation costs to be advanced before September 30, December 31, and March 31 of each year with the balance of actual costs to be reimbursed in August.

### C. FINANCING OF SCHOOL BUSES MS 124.222: AID MS 275.125: LEVY

The cost of new school buses is financed by State depreciation aid and an additional transportation bus levy.

Under an 8 year schedule, depreciation aid is paid once each year in September in an amount equal of 12-1/2% of the net value of a district's eligible bus fleet. Eligible school buses are essentially vehicles of 17 or more passenger capacity that meet State minimum conventional school bus standards and "restructured" van type vehicles of 16 or less capacity.

The amount of the additional transportation bus levy is limited to the net cash cost of buses in excess of depreciation aid received.

A school bus account should be established within the Pupil Transportation Fund to account for these monies which are dedicated for the financing of new school buses.

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*1976-77: 124%.

## D. AUTHORIZED/NONAUTHORIZED PUPIL TRANSPORTATION MS 124.223

State law specifies certain types or categories of pupil transportation that are eligible for State transportation aid. Authorized transportation of resident pupils during the regular school term or an approved summer program is as follows:

### TO AND FROM SCHOOL

- One round trip daily to and from school for pupils who reside one mile or more from the school attended. "Late activity" transportation home is also authorized. Board and lodging of a pupil is authorized when transporting is not feasible.

- One round trip daily for any handicapped pupil attending special education classes. (Handicapped includes blind, crippled, deaf, speech, special learning disabilities, pregnant, educable or trainable mentally retarded).

- One round trip daily for any handicapped pupil attending regular school classes. Application and physician's certificate is required.

- Board and lodging, in lieu of transportation to and from school, of any handicapped pupil attending special education classes. Also authorized is transportation between the board and lodging facility and (a) the special education classes (b) the parents' legal residence.

### BETWEEN SCHOOL BUILDINGS DURING THE DAY

- One round trip daily to and from a State board approved secondary vocational center. Also authorized is transportation to and from a job site which is part of an approved occupational experience secondary vocational program.

- Transportation between school buildings within the district for instructional purposes when the program and transportation has received prior approval from the Commissioner of Education.

- Transportation from one educational facility to another within the district for pupils enrolled on a shared time basis in educational programs approved by the Commissioner.

Nonauthorized transportation services consist of field trips, student activity trips, pupils who reside less than one mile from the school attended, other ineligible pupils, nonresident pupils, shuttle between buildings, lunch buses, and any other transportation furnished by the district. Nonauthorized costs must be financed by the district by means of a transfer of General Fund or Student Activity Fund monies to the Pupil Transportation Fund.

## E. PUBLIC/NONPUBLIC PUPIL TRANSPORTATION MS 123.76-123.80

In 1969 the "Fair Bus Bill" was enacted, providing for equal treatment in the transportation of school children in the State of Minnesota. According to law, a school district must provide equal transportation within the district for all eligible school children to any school.

For pupils attending a nonpublic school in another district, the district of residence must provide transportation to the district boundary.

The district may provide transportation to a nonpublic school in another district. In such cases the nonpublic school must pay the cost of the transportation provided outside the district boundaries.

## F. TRANSPORTATION AID CATEGORIES

To recognize differences in costs of transportation, the following categories of transportation have been established for purposes of computing basic formula transportation aid:

Regular, Including Summer School

Secondary Vocational Center

Handicapped

Board and Lodging

Approved Transportation: Between School Buildings

The following categories of transportation aid (authorized effective in 1975-76) have temporarily been established as separate aid categories in addition to the basic formula:

Approved Transportation: Shared Time Programs

Approved Transportation: Secondary Vocational Employment Stations

## G. FULL TIME EQUIVALENT (FTE) PUPILS TRANSPORTED

Since cost of transportation is mainly a function of use of transportation facilities, full time equivalent (FTE) pupils transported are used in the aid calculation. Since this computation is made both in the base period and the year of payment, its advantage lies in being able to more precisely specify costs. The FTE definitions are set forth in the State Board Rule EDU 184 (See attached Rule).

## H. TRANSPORTATION LEVY

Proceeds from the 1975 transportation levy, payable in 1976, are applied to financing expenditures for the 1976-77 fiscal year. The components of the 1975 transportation levy are as follows:

1. Basic levy for operations (One 1974 EARC mill).
2. Bus levy. The amount by which bus expenditures projected for 1976-77 exceed the Bus Account balance as of July 1, 1976 plus depreciation aid receivable in 1976-77. This amount is determined from the Bus Accounting section (page 16) of the 1974-75 Annual Financial Report.
3. Traffic Hazards levy. The cost of the approved program of transporting pupils who reside less than one mile from school when the transportation is necessitated by extraordinary traffic hazards. This cost is determined from the Levy Application form, F28-9.
4. Adjustment levy for transportation underlevies applicable to the 1971 payable 1972 levy or the 1972 payable 1973 levy. This amount is determined by the Department of Education.

## I. DISTRICT REPORTING REQUIREMENTS

| | Due Date | Form No. |
|---|---|---|
| Transportation Reports for 1974-75 | July 31, 1975 | F28-various |
| Annual Financial Report for 1974-75 | August 1 | F29-2a |
| Traffic Hazards Levy Application | September 15 | F28-9 |
| Vocational Job Site Transportation Application | October 1 | F28-8 |
| Shared Time Program Transportation Application | October 1 | F28-7 |
| Study Need to Adjust Base Cost (Questionnaire) | October 15 | F28-1T |

(b) Full-time equivalents. For purposes of establishing base costs per pupil and for paying transportation liabilities of the state pursuant to M.S. 124.222 and 124.223, equivalent pupil units shall be computed (to the nearest .01).

(1) For regular transportation of children pursuant to M.S. 124.223(1) and (2), no pupil transported less than 20 days in a school year shall be counted.

(2) For transportation of children to a secondary vocational center pursuant to clause (a)(2) of this section or M.S. 124.223(3), each pupil transported 20 or more days shall be counted according to term of enrollment as follows:

| | |
|---|---|
| Half-semester | ¼ full-time equivalent pupil |
| Quarter | ⅓ full-time equivalent pupil |
| Semester | ½ full-time equivalent pupil |
| Regular School Year | 1 full-time equivalent pupil |

(3) For transportation of handicapped children pursuant to M.S. 124.223(4), (5) and (6), the number of full-time equivalent pupils shall be the sum of the number of days in attendance and transported for each child divided by 175 with no ratio to exceed one.

(4) For board and lodging, pursuant to M.S. 124.223(2) and (4), the same rule applies in sub-clause (3) above.

(5) For summer school transportation, pursuant to M.S. 124.223 (7), a pupil other than a handicapped child shall be counted one-sixth of a full-time equivalent pupil.

(6) For summer school transportation of handicapped children, pursuant to M.S. 124.223 (7), the rules in clauses (3) and (4) above will apply.

(7) Summer school pupils are counted with the pupils in the following school year.

# STATE TRANSPORTATION AID

## BASIC FORMULA

1. BASE COST PER PUPIL TRANSPORTED IN 1973-74 X 1.18 = LIMITED COST PER PUPIL TRANSPORTED
2. LESSER OF LIMITED COST OR ACTUAL COST PER PUPIL TRANSPORTED IN 1975-76.
3. X ACTUAL NO. PUPILS TRANSPORTED IN 1975-76
4. LESS 1 MILL LOCAL LEVY (1973 EARC)
5. = STATE AID EARNED FOR 1975-76

- COSTS MUST BE AUTHORIZED COSTS
- PUPILS MUST BE ELIGIBLE PUPILS

## AUTHORIZED TRANSPORTATION OF ELIGIBLE PUPILS

FOR PURPOSES OF STATE AID, AUTHORIZED TRANSPORTATION INCLUDES THE FOLLOWING CATEGORIES OF TRANSPORTATION:

### TO AND FROM SCHOOL

- REGULAR
- HANDICAPPED
- BOARD AND LODGING
  (IN LIEU OF TRANSPORTATION)

### BETWEEN SCHOOL BUILDINGS

- SECONDARY VOCATIONAL CENTERS
  (STATE BOARD APPROVED)
- SPECIAL INSTRUCTIONAL PROGRAMS
  (PRIOR APPROVAL REQUIRED)
- WORK STATIONS
  (PART OF APPROVED SEC. VOCATIONAL PROGRAM)
- SHARED TIME PROGRAMS
  (QUALIFY FOR FOUNDATION AID)

NONAUTHORIZED TRANSPORTATION INCLUDES FIELD TRIPS, STUDENT ACTIVITY TRIPS, LUNCH BUSES, AND ANY OTHER TRANSPORTATION SERVICES NOT SPECIFICALLY DESIGNATED AS AUTHORIZED TRANSPORTATION.

# ELIGIBLE PUPILS

FOR PURPOSES OF STATE AID, PUPILS TRANSPORTED MUST BE RESIDENTS OF THE DISTRICT WHO MEET THE FOLLOWING REQUIREMENTS:

| | |
|---|---|
| REGULAR | • RESIDES ONE MILE OR MORE FROM THE SCHOOL ATTENDED |
| | • ENROLLED IN GRADE K—12 |
| | • TRANSPORTED 20 OR MORE DAYS |
| HANDICAPPED | • IS A HANDICAPPED CHILD AS DEFINED IN LAW (M. S. 120.03 M. S. 120.17) |
| | • ATTENDS SPECIAL EDUCATION CLASSES |
| | • UNABLE TO RIDE A REGULAR BUS —OR— ABLE TO RIDE A REGULAR BUS BUT REQUIRES SPECIAL HANDLING OR FURTHER SPECIAL TRANSPORTATION TO THE LOCATION OF THE SPECIAL EDUCATION CLASSES ATTENDED |
| OTHER CATEGORIES | • REFER TO INDIVIDUAL REPORT FORMS FOR ANY SPECIAL ELIGIBILITY REQUIREMENTS |

## FULL TIME EQUIVALENT (F.T.E.) PUPILS

AS TRANSPORTATION COST IS MAINLY A FUNCTION OF USE OF TRANSPORTATION FACILITIES, F.T.E. PUPILS TRANSPORTED ARE USED IN THE AID CALCULATION.

| | |
|---|---|
| • REGULAR | A PUPIL TRANSPORTED 20 OR MORE DAYS = 1 F.T.E. PUPIL |
| • REGULAR SUMMER SCHOOL | A PUPIL TRANSPORTED 3 OR MORE DAYS = 1/6 F.T.E. PUPIL |
| • HANDICAPPED | F.T.E. PUPILS = NUMBER OF DAYS TRANSPORTED ÷ 175 |
| • SECONDARY VOCATIONAL CENTER | F.T.E. PUPIL COUNT IS BASED ON TERM OF ENROLLMENT |

| TERM | ELIGIBLE IF TRANSPORTED | F.T.E. |
|---|---|---|
| • REGULAR YEAR | 20 DAYS | 1 |
| • SEMESTER | 10 DAYS | 1/2 |
| • QUARTER | 7 DAYS | 1/3 |
| • 1/2 SEMESTER | 5 DAYS | 1/4 |

# CHANGES IN TRANSPORTATION AID CATEGORIES EFFECTIVE IN 1975-76

1. AID CATEGORIES DISCONTINUED
    - EXTRAORDINARY TRAFFIC HAZARDS
      FINANCING OF THIS TRANSPORTATION SHIFTED TO 100% LOCAL LEVY (F28-9)
    - LICENSED DAY ACTIVITY CENTERS
      FINANCING OF THIS TRANSPORTATION SHIFTED TO DEPARTMENT OF PUBLIC WELFARE
2. AID CATEGORIES ADDED
    - SHARED TIME PROGRAMS, $125,000
      AUTHORIZATION IS LIMITED TO RESIDENT PUPILS ENROLLED IN APPROVED SHARED TIME PROGRAMS AND TRANSPORTED WITHIN THE DISTRICT (F28-7)
    - VOCATIONAL PROGRAM JOB SITES, $125,000
      AUTHORIZATION IS LIMITED TO RESIDENT, SECONDARY PUPILS TRANSPORTED TO AND FROM APPROVED VOCATIONAL PROGRAM JOB SITES (F28-8)

## 1975-76

## EXCESS HANDICAPPED TRANSPORTATION AID

1. BASIC AID FORMULA LIMIT IS 118% OF 1973-74 COST PER HANDICAPPED PUPIL TRANSPORTED

2. COSTS BETWEEN 118% AND 128% OF THE 1973-74 COST PER PUPIL ARE FINANCED BY THE DISTRICT

3. COSTS IN EXCESS OF 128% OF THE 1973-74 COST PER PUPIL ARE FINANCED 80% BY STATE AID (TO A MAXIMUM OF $200,000 STATEWIDE) AND 20% BY THE DISTRICT.

### EXAMPLE

- 1973-74 COST PER PUPIL = $2,000
- PER PUPIL COST LIMIT, 2,000 X 1.18 = 2,360
- 1975-76 COST PER PUPIL = 3,690
- FINANCING

| | |
|---|---|
| BASIC FORMULA TO 118% (STATE AID AND LOCAL LEVY) | 2,360 |
| DISTRICT TO 128% | 200 |
| EXCESS OVER 128%: (3,690 - 2,560 = 1,130) | |
| STATE AID 80% OF 1,130 | 904 |
| DISTRICT 20% OF 1 130 | 226 |
| | 3,690 |

# SCHOOL BUS DEPRECIATION AID

1. 8 YEAR DEPRECIATION SCHEDULE

   - AID IS PAID AT THE RATE OF 12 1/2% OF THE NET VALUE OF AN ELIGIBLE BUS IN EACH OF 8 YEARS FOLLOWING THE YEAR OF PURCHASE (DELIVERY)

2. SEPTEMBER, 1975 PAYMENT

   - NET VALUE OF ELIGIBLE BUSES AS OF JUNE 30, 1975 X .125 = STATE DEPRECIATION AID

3. ELIGIBLE SCHOOL BUSES

   - 17 PASSENGER CAPACITY OR MORE AND MEET STATE MINIMUM CONVENTIONAL SCHOOL BUS STANDARDS

   - RESTRUCTURED VAN TYPE VEHICLES OF 16 OR LESS PASSENGER CAPACITY

## AID PAYMENT SCHEDULE

1. THREE ESTIMATED CURRENT PAYMENTS

   - 30% IN SEPTEMBER
   - 30% IN DECEMBER
   - 30% IN MARCH

2. FINAL PAYMENT FOR PREVIOUS YEAR IS MADE IN THE FALL OF THE YEAR IN AN AMOUNT EQUAL TO APPROXIMATELY 10% OF THE AID EARNED FOR THE PREVIOUS YEAR

3. BUS DEPRECIATION AID IS PAID IN A LUMP SUM IN SEPTEMBER

## TRANSPORTATION LEVY

- CERTIFIED IN THE FALL OF 1975
- PAYABLE IN CALENDAR YEAR 1976
- APPLIES TO FINANCING 1976-77

1. BASIC LEVY FOR OPERATIONS IS ONE 1974 EARC MILL
2. TRAFFIC HAZARDS LEVY
    - THE COST OF THE APPROVED PROGRAM OF TRANSPORTING PUPILS WHO RESIDE LESS THAN ONE MILE FROM SCHOOL WHEN THE TRANSPORTATION IS NECESSITATED BY EXTRAORDINARY TRAFFIC HAZARDS (APPLICATION FORM F28-9)
3. SCHOOL BUS LEVY
    - THE AMOUNT BY WHICH PROJECTED BUS EXPENDITURES FOR 1976-77 EXCEED THE BUS ACCOUNT BALANCE AS OF JULY 1, 1976 PLUS DEPRECIATION AID RECEIVABLE IN 1976-77

    (BUS ACCOUNT, PAGE 16 OF THE 1974-75 ANNUAL FINANCIAL REPORT, F29-2A)

## PUPIL TRANSPORTATION FUND

1. ALL EXPENDITURES FOR PUPIL TRANSPORTATION, BOTH AUTHORIZED AND UNAUTHORIZED, ARE TO BE RECORDED IN THIS FUND

2. AT THE CLOSE OF THE YEAR

   - AUTHORIZED COSTS ARE REPORTED FOR STATE AID

   - NONAUTHORIZED COSTS ARE FINANCED BY A PERMANENT TRANSFER FROM THE GENERAL FUND OR SCHOOL AUXILIARY FUND

3. A SCHOOL BUS ACCOUNT SHOULD BE ESTABLISHED WITHIN THIS FUND TO ACCOUNT FOR MONIES DEDICATED FOR THE PURCHASE OF PUPIL TRANSPORTATION VEHICLES

# PUPIL TRANSPORTATION FUND

## OPERATING ACCOUNT

### RESOURCES

- 1 MILL TRANSPORTATION LEVY
- HAZARDOUS TRANS. LEVY
- STATE TRANSPORTATION AID
- OTHER RECEIPTS
- FUND TRANSFERS

### EXPENDITURES

- AUTHORIZED TRANSPORTATION SERVICES
- NONAUTHORIZED TRANSPORTATION SERVICES

## SCHOOL BUS ACCOUNT

### RESOURCES

- BUS LEVY
- BUS DEPRECIATION AID
- PROCEEDS FROM SALE OF PUPIL TRANS. VEHICLES
- INSURANCE RECOVERIES

### EXPENDITURES

- SCHOOL BUSES
- SMALL VEHICLES USED PRIMARILY FOR PUPIL TRANSPORTATION
- TWO-WAY COMMUNICATION EQUIPMENT

## Advisory Council on Fluctuating School Enrollments

### Special Study

1. Subject: Transportation funding

2. Purpose of Study:
    1) To determine the feasibility of amending the transportation aid formula to provide reimbursement levels adjusted for changes in the Wholesale Price Index.
    2) To determine the feasibility of expanding the allowable costs under the transportation aid formula to include allowable costs for specified student activity and personnel transportation needs.

3. Related Problem Areas:

| | |
|---|---|
| Section IV A4a | Student Transportation |
| Section IV A5b | Student Activity Programs |
| Section IV B4 | Transportation |

4. Related Alternative Solutions:
    Alt. Sol. 28 Amended Transportation Aid Formula
    Alt. Sol. 29 Funding Transportation for Student Activities

5. Questions to be Addressed:
    1) How could the transportation aid formula be amended based on the Wholesale Price Index to be more sensative to those costs related to wholesale pricing changes such as gasoline, tires, etc?
    2) How could the transportation aid formula be expanded to include allowable cost for meeting specified student activity and personnel transportation needs (field trips, athletics, music, debate, etc.)

6. Required Data Base:

7. Desired Format of Report:
    1) Current provisions of transportation aid formula
    2) Amended transportation aid formula
        a. feasibility
        b. alternatives
        c. recommendations
    3) Funding transportation for student activities
        a. feasibilities
        b. alternatives
        c. recommendations
    4) Funding transportation for personnel needs
        a. feasibilities
        b. alternatives
        c. recommendations

8. Estimated Completion Date: June 1, 1976
    Reporting Date: June 11, 1976 (Council meeting)

# SCHOOL BUILDINGS

## Section F.

1.

## FACILITIES (CONSTRUCTION AND/OR RENOVATION) STUDY*

Prepared by the Advisory Council
on Fluctuating School Enrollments

### *Introduction*

The purpose of this study was introduction to determine the feasibility of a shared cost formula for school facilities (construction and/or renovation). Information in this area has proven to be sparse. Nationally, only one state, Maryland, has assumed all costs of school construction, basic changes were made in 13 other states. Florida, one of the 13 states, has been selected to illustrate the complexity of a shared cost formula (See Section B of this Report).

### *Shared Cost Formulae*

A shared cost formula has at least three basic principles: (1) state assumption of a greater share of school costs; (2) state assumption of some or all construction costs; and, (3) allocation of financial resources in relation to educational needs. The degree to which a state assumes financial responsibility will vary from minimal to complete responsibility. Two basic sources of information are required at the state level prior to consideration of the feasibility of such a formula. This information includes the cost of providing elementary and secondary educational services and facilities, including special educational services and facilities, and the number and kinds of instructional and other personnel; and, the cost of acquiring and maintaining land, buildings, and equipment.

#### *Florida's Shared Cost Formula*

Florida's shared cost formula is presented to illustrate the type of information required by the state of Florida to determine how resources will be allocated to individual school districts. Section 7 of this formula encompasses comprehensive school construction and debt service programs.

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

Section 8 of this formula covers school design, construction techniques and financing mechanisms. This section particularly addresses the use of relocatable and/or modular units. Section 9 of Florida's formula shows how the allocation of facilities funding relates to the total allocation of resources in Florida's educational finance program.

## LAWS OF FLORIDA, Chapter 73-345, Sections 7, 8, and 9

Section 7. Funds for comprehensive school construction and debt service.—The annual allocation from the Florida education finance program to each district for the comprehensive school construction and debt service program shall be determined as follows:

(1) Pursuant to regulations of the state board the commissioner shall determine annually the projected school plant and annual debt service needs for each school district and report this to the legislature. In determining these needs and in making the report the commissioner shall include at least the following elements:

(a) Projected student membership for the next five (5) year period.

(b) Projected number of unhoused students.

(c) Cost of removing the deficiencies related to health and safety to life standards.

(d) Cost of improving the educational environment in existing school plants.

(e) Current construction cost data as determined by the state board.

(f) Five (5) year projected cost of amortizing the annual payment of the bonded indebtedness of the district issued prior to the effective date of this act.

(g) Cost of site acquisition and improvement.

(h) Amount of additional resources available pursuant to the provisions of Article XII, Section 9(d) of the Constitution as amended in 1972.

(i) Amount of funds from other sources available to the school board; and earmarked for capital outlay purposes, however, these funds shall not include any funds available from tax monies collected from millage elections in excess of ten (10) mills.

(j) District housing index.

(k) Square footage requirements for program grade groups.

(l) Special instructional facilities needed to improve the program at a school center but not necessarily to increase the student stations of the center.

(m) Amount of funds derived from voted ad valorem taxes in excess of ten (10) mills which were expended for school plants during the five (5) years prior to the effective date of this act, other than those utilized for payment on bonded indebtedness.

(2) The commissioner shall determine annually the amount allocated to each district from the funds appropriated for the purpose of implementing this section as follows:

(a) Determine the costs of the projected school plant needs, the five (5) year projected debt service needs and the expenditures of ad valorem taxes in excess of ten (10) mills for each district as determined in subsection (1) of this section.

(b) Determine the projected additional resources available under the provisions of Article XII, section 9(d) of the constitution as amended in 1972, and the projected amount available to each district from other fund sources allocated for school plants.

(c) From the costs of the projected school plant and five (5) year projected debt service needs for each district subtract the projected additional resources available, and add the expenditure of ad valorem taxes in excess of ten (10) mills as determined in paragraph (a) of this subsection. The result shall represent the estimated cost of unfunded school plant and debt service needs for each district.

(d) The funds appropriated annually for the purpose of implementing this section shall be allocated to the respective districts in proportion to their percentage of the state total of unfunded school plant and debt service needs as determined above.

(3) Funds accruing to a district from the provisions of this section shall be expended on needed projects as shown by a survey or surveys in the district under regulations of the state board. The priority of expenditure by districts shall be as follows:

(a) New classrooms and special instructional facilities necessary to provide needed pupil stations at either a new or existing school center; school sites or additions to sites and site improvement incident to new construction or to make a site addition useable; restoration and correcting deficiencies required for safety to life, health and sanitation.

(b) Special instructional and auxiliary facilities needed to improve the program at a school center but not necessary to increase the pupil stations.

(c) Major alterations to existing buildings which would substantially improve the utility of the space and replacement of or major alterations to the existing heating, cooling, lighting, safety, and sanitary facilities at a permanent school center.

(d) Debt service for district bonds serviced by voted ad valorem taxes.

(4) Each school board allocated funds under this section shall submit to the commissioner a projection of its schedule of eligible capital outlay disbursements for specified periods as prescribed by regulations of the state board. Upon approval by the commissioner, the comptroller shall disburse the funds. Prior to the distribution of the initial funds pursuant to this section the commissioner shall determine the district's needs pursuant to subparagraphs (2)(a), (b) and (c) in this section, and update the state facilities inventory subsequent to the effective date of this act.

Section 8. School design, construction techniques and financing mechanisms.

(1) The state board shall require that relocatable school facilities be provided at school centers where there is reason to believe the pupil population is unstable or is projected to decline in future years. The state board shall provide plans both for standard relocatable facilities and prototype plans for school plants for the purpose of making optimal use of permanently constructed facilities separate from or in conjunction with relocatable classrooms or modular relocatable units. These shall be utilized unless the local district shall affirmatively show that it can obtain or construct comparable facilities at less expense.

(2) The state board may require or approve the utilization of rented or leased facilities. Facilities may also be acquired by lease-purchase agreement and any capital outlay funds available are hereby authorized to be expended for such purposes.

(3) The state board may require local districts to employ procedures for the construction of new permanent facilities or major additions to existing facilities that will include but not be limited to the latest developments in construction techniques, materials, design, and concepts such as turn-key bidding, construction management, systems building process and the use of modular and standardized components, unless the district can document affirmatively that other procedures will provide the same quality of construction at less cost.

(4) All school facilities constructed by a school board incorporating the minimum standards prescribed by regulations of the state board as authorized in §235.26, Florida Statutes, shall be exempt from all state, county, district, municipal or local building codes and ordinances. Any inspection by local government shall be based on minimum standards as prescribed by the state board.

Section 9. Total state allocation to each district.—

(1) The total annual state allocation from the Florida education finance program to each district shall be the sum of:

(a) The total allocation for current operation as determined in Section 4,

(b) The total allocation for pupil transportation as determined in Section 6,

(c) The total allocation for school construction and debt service as determined in Section 7, and

(d) The amount of state reimbursement for actual tax loss resulting from the additional homestead exemptions authorized in chapter 71-309, Laws of Florida, which shall be computed as follows:

1. The department shall compute the number of mills of tax needed to provide the district required effort that year, and

2. From the actual tax levy for operating purposes or ten (10) mills, whichever is less, subtract the millage determined in 1,

3. The remainder obtained in 2 shall be multiplied by the total value of the additional homestead exemptions authorized in chapter 71-309, Laws of Florida, and multiply this product by ninety five (95) percent.

4. The amount determined in 3 shall be the allocation to the district.

(2) The department shall distribute the annual allocation prescribed herein and all other allocations as provided for by law periodically to each district in the manner prescribed by regulations of the state board. The department shall prior to June 30 each year, factor the base student cost by an amount sufficient to allocate to the districts the total funds appropriated for the Florida education finance program.

## *Recommendations*

It seems imperative that any recommendation in this area must consider the following factors:

1. The task of the Council is not to develop a comprehensive shared cost formula;

2. The degree to which Minnesota has pertinent information in this area readily available; and
3. The extent of knowledge about how fluctuating enrollments and the cost of providing educational facilities are related.

Therefore, the Council might consider the following:

1. The State Board of Education should investigate the relationship of fluctuating school enrollments and school facilities in the State of Minnesota. This investigation should include a facilities needs assessment in each school district.
2. The Legislature should consider the possibility of a facilities program in the State of Minnesota which would relieve the local school districts of the financial responsibility for funding local facilities.
3. The Council

## Advisory Council on Fluctuating School Enrollments

## Special Study

1. Subject: Facilities (Construction and/or Renovation)

2. Purpose of Study:
   To determine and study the feasibility of a shared cost formula for school facilities construction and/or renovation

3. Related Problem Areas:
   Section 10A3 Facilities

4. Related Alternative Solutions:
   Alt. Sol. 25 Shared Cost Formula for Construction and/or Renovation

5. Questions to be Addressed:
   What shared cost formulas could be adapted in Minnesota?

6. Required Data Base:
   Shared Cost formulas used in other states

7. Desired Format of Report:
   1) Alternative formulas
   2) Recommendations

8. Estimated Completion Date: June 1, 1976
   Reporting Date: June 11, 1976

# MODULAR/RELOCATABLE EDUCATIONAL UNITS STUDY*

Prepared by the Minnesota State Department
Department of Education

*"What is the current status in utilization of modular units in Minnesota?"*

Scores of self contained classroom units are being used throughout the state to both provide temporary space needs and as a substitute for permanent space needs.

*"What is the current and projected need for additional facilities statewide?"*

- A few districts will have continuing growth requiring the use of modular/relocatable buildings during planning and construction stages until permanent buildings are completed. A very few districts will have temporary needs for spaces in elementary and/or secondary until a "bubble" in enrollment is past and permanent facilities can handle the loads.
- No summary of specific needs in terms of student stations has been done and no resources have been allocated to evaluate facilities now available for educational services. This should be done!

*"What is the feasibility of utilizing modular relocatable units by and between districts?"*

Appropriate use of modular/relocatable units is feasible but those presently used are inflexible and high maintenance liabilities.

*"What should be the role of the State in encouraging the use of modular/relocatable units?"*

Provide funding for research and encourage the development of more flexible modular/relocatable units that can be shipped longer distances with less expense, operated at lower costs and provide more appropriate spaces.

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Study.

The S.D.E. should place greater emphasis upon the collection and organization of facilities data so that more reasonable planning is possible. A statewide inventory of the 2,000 plus buildings operated to provide public educational services would require about 20,000 man hours plus data processing time, assuming a systematic data collection plan, trained and qualified evaluators and scheduled collection within a one year span.

Appendix 1

## Advisory Council on Fluctuating School Enrollments

### Special Study

1. Subject: Modular Relocatable Units

2. Purpose of Study:
To determine what role the state could play in encouraging the use of modular relocatable instructional units by and between school districts.

3. Related Problem Areas:
Section IV A3 Facilities

4. Related Alternative Solutions:
Alt. Sol. 26 Modular/Relocatable Units

5. Questions to be Addressed:
    1) What is the current status in the utilization of modular units?
    2) What is the current and projected need for additional facilities statewide?
    3) What is the feasibility of utilizing modular/relocatable units by and between districts?
    4) What should be the role of the state in encouraging the use of modular/relocatable units?

6. Desired Format of Report:
    1) Current status in the utilization of modular units.
    2) Current need for additional facilities.
    3) Projected need for additional facilities
    4) Feasibility of utilizing modular/relocatable units by and between districts
    5) Role of the state
    6) Recommendations

8. Estimated Completion date: May 1, 1976
Reporting date: May 7, 1976 (Council meeting)

3.

## CERTIFICATE OF NEED STUDY*

Prepared by the Minnesota State
Department of Education

*"What has been the rationale for instituting a Certificate of Need in the State of Minnesota?"*

This department presumes the rationale is to avoid unnecessary duplication of facilities and services.

*"What have been found to be the pros and cons of a Certificate of Need?"*

Pros:

- To avoid additional costs of unnecessary duplication of services.
- To coordinate the planning by different entities.
- To provide better (more comprehensive) services.

Cons:

- Loss of local freedom to act without regard to neighboring entities.
- Development of bureaucratic inertia.

*"What alternatives have been considered in lieu of a Certificate of Need, if any?"*

The District Organization, Planning and Operations Section of the State Department of Education suggests that positive incentives for cooperation and coordination of planning and delivery of educational services be provided.

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*See Appendix 1: Advisory Council on Fluctuating School Enrollments Special Studies.

## Advisory Council on Fluctuating School Enrollments

### Special Study

1. Subject: Certificate of Need

2. Purpose of Study:

   1) To determine the feasibility of requiring a Certificate of Need issued by the State Board of Education or the regional service units which includes an approval procedure.

3. Related Problem Areas:

   Section IV A3 Facilities

4. Related Alternative Solutions:

   Alt. Sol. 23 Certificate of Need

5. Questions to be Addressed:

   1) What has been the rationale for considering a Certificate of Need in the state of Minnesota?
   2) What have been found to be the pros and cons of a Certificate of Need?
   3) What alternatives have been considered in lieu of a Certificate of Need, if any?

6. Required Data Base:

   1) Past discussion and action at the state level about the need for a Certificate of Need.

7. Desired Format of Report:

   1) History and rationale of a Certificate of Need
   2) Pros and cons of a Certificate of Need
   3) Alternatives
   4) Recommendations

8. Estimated Completion Date: May 1, 1976

   Reporting Date: May 7, 1976